DOCUMENT RESUME

ED 433 141 PS 027 867

TITLE	A to Z: The Early Childhood Educator's Guide to the Internet. (Revised).
INSTITUTION	ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	1998-11-00
NOTE	340p.; This revised edition supersedes the 1996 second edition; see ED 407 179. Compiled by the Staff of the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE) with an introduction by Dianne Rothenberg.
CONTRACT	RR93002007
AVAILABLE FROM	Publications Office, ERIC/EECE, 51 Gerty Drive, Champaign, IL 61820-7469; Tel: 800-583-4135 (Toll Free); Tel: 217-333-1386; Fax: 217-333-3767; e-mail: ericeece@uiuc.edu (Catalog No. 214, $10 or $15 w/3-ring binder, plus $1.50 shipping).
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC14 Plus Postage.
DESCRIPTORS	Child Development; Child Health; Child Rearing; *Computer Uses in Education; *Early Childhood Education; Educational Technology; *Electronic Mail; Information Sources; *Internet; *Listservs
IDENTIFIERS	*ERIC; ERIC Clearinghouse on Elementary Early Child Educ; File Transfer Protocol; Gopher; Telnet; Web Browsers

ABSTRACT

This guide explains features of the Internet and compiles Internet resources useful to those interested in the education and development of young children. Chapter 1 of the guide explains what is needed to connect to the Internet. The chapter then discusses the Internet's domain name system, electronic mail, mail/discussion lists, newsgroups, Internet etiquette, File Transfer Protocol, TELNET, Gopher, the World Wide Web, various Web browsers, Uniform Resource Locators, home pages, search engines, and Web page creation. The chapter concludes with suggestions for finding information on the Internet. Chapter 2 explains several common commands used on mail lists and presents fact sheets on 30 mail lists. Each fact sheet includes a description of the mail list and its name, sponsor, electronic mail address, type of software on which the list is based, contact person, and subscription instructions. Chapter 3 provides fact sheets on 178 Internet sites. Each fact sheet includes a description of the site and the site's name, sponsor, type of sponsor, Internet and mail address, and contact person. Chapter 4 provides information on how to locate and use ERIC system resources on the Internet, and chapter 5 contains a bibliography of ERIC documents and journal articles on "The Internet and Early Childhood Educators." The guide concludes with a glossary of Internet-related terms, an index, and appendices of materials from and about the ERIC system, the National Parent Information Network, and the ERIC Clearinghouse of Elementary and Early Childhood Education. (KB)

ED 433 141

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

A to Z:

The Early Childhood Educator's Guide to the Internet

Compiled by the Staff of the
ERIC Clearinghouse on Elementary and Early Childhood
Education (ERIC/EECE)

With an Introduction by Dianne Rothenberg

ERIC

Revised November 1998

ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois at Urbana-Champaign • 51 Gerty Drive
Champaign, IL 61820-7469
Phone: 217-333-1386 • Toll Free: 800-583-4135 • Fax: 217-333-3767
Email: ericeece@uiuc.edu

PS 027867

BEST COPY AVAILABLE

Revised November 1998

Catalog No. 214

ERIC Clearinghouse on Elementary
and Early Childhood Education
51 Gerty Drive
Champaign, IL 61820-7469

This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. DERR93002007. The opinions expressed in this publication do not necessarily reflect the positions or policies of OERI or the Department of Education.

Table of Contents

Acknowledgments v

Introduction vii

Chapter 1: An Introduction to the Internet 1-1

Chapter 2: Electronic Discussion Lists for Early Childhood Educators 2-1

Chapter 3: Internet Sites for Early Childhood Educators 3-1

Chapter 4: Finding and Using ERIC on the Internet 4-1

Chapter 5: The Internet and Early Childhood Educators: An ERIC Bibliography 5-1

An Internet Glossary G-1

Index I-1

Appendix

- ERIC Clearinghouse on Elementary and Early Childhood Education
- National Parent Information Network
- ERIC/EECE Publications List
- *Helping Early Childhood Teacher Education Students Learn about the Internet.* ERIC Digest.
- ERIC/EECE Internet Services
- ERIC System Directory 1998
- Elementary and Early Childhood Education (Applicable Subject Terms)
- ERIC Mandatory "Educational Level" Descriptors
- ERIC Optional "Age Level" Descriptors
- ERIC Publication/Document Types
- ERIC Document Delivery Information

Acknowledgments

This publication was planned and prepared by Dianne Rothenberg, Bernard Cesarone, Emily Van Hyning, and Laurel Preece on the staff of the ERIC Clearinghouse on Elementary and Early Childhood Education, with the assistance of other staff members: Dawn Ramsburg and Debbie Reese.

Introduction

The first information storage and transmission system was inside our own heads. What we knew (how to find a woolly mammoth, how to build a fire, which plants would kill you and which ones would not) was shared with others through gestures, examples, and eventually language, and we stored that information in our own memories. Retrieving information in those days was relatively easy, too, although failure to find information was certainly fatal more often than it is today. Back then, you either remembered what you needed to know, or asked someone else, and if the other person knew, you got an answer. In some ways, it's been downhill ever since (Janes & Rosenfield, 1992).

In a relatively short time, computers have managed to transform not only how we communicate but also to change forever how we store and retrieve information. Since the 1500s the printed page has been the most influential means of communication in Western civilization. Thinkers writing about the invention of the printing press long ago were concerned that the art of memorization would be lost with the advent of the printed page.

Now that electronic communication has become the most influential form of information transmission, we often hear concerns that the use of the printed page—or even the skill of reading—will be lost. It is unlikely that the Internet will bring about the end of printed books or printed materials at any time in the foreseeable future. It has been true in this century that every time a new communication technology has been introduced, the older ways of communicating have not ceased to exist but instead have continued to grow as highly popular but slightly more specialized services. A good example is radio, which did not disappear when television came along but remains widely used. We can expect that print will begin to occupy a slightly different position in our society but remain important to us, and that reading will continue to be the primary human skill needed to function in adult society.

Why Is the Internet Important to Early Childhood Educators?

We at the ERIC Clearinghouse, along with many others in the field of early childhood education and care, have worked hard to make sure that early childhood education is well represented on the World Wide Web. We've done that for several reasons:

> *First, to make information available to the widest possible audience of early childhood educators.* We assumed (and rightly so, in the beginning) that we would reach different audiences with our print materials and our Web site. Each year for 20 years, we printed and distributed more ERIC Digests and Resource Lists than we had the year before, and in the first two or three years that we presented Web sites, that trend continued. Last year (1997) was the first time that we saw printing and distribution figures decrease for print materials; during the same year, Web accesses to these same materials quadrupled. As Internet use becomes more widespread, we find that audiences for print and Internet-based resources are increasingly the **same** audience.
>
> *Second, to see early childhood education and child care well represented on the Web.* This is an important goal because what I have called the "accidental tourists" of the Internet—Web surfers—can then "accidentally" encounter on the Internet high-quality, well written, well presented, and interesting information on the education, care, and development of children under eight years of age. No matter whether we call this

advocacy, or consumer education, or simply informing the general public—the Internet provides us with another means of applying *pressure* for improvement in early childhood education and the delivery of early education and care. Too often we share our most thoughtful ideas and views about early childhood education and care only with other early educators. Yet we need the informed support of the general public to bring about improvements in our field. We need parents, grandparents, business people, policymakers, and the media to be better informed about our work and the importance of what we do so that they will support our efforts for improving the care and education of young children. The Internet makes it possible to reach out to groups who are likely to be supportive if they understand the importance of our efforts to improve settings and experiences for young children.

Third, to encourage the professionalization of the field of early childhood education and of early childhood educators. My colleague Lilian Katz likes to talk of how important it is for early childhood educators to be not just a *pressure group* but to also be an *impressive group,* both in the practice of early childhood education and in our behavior as ethical, thoughtful professionals. The new information technologies provide us with many ways to find resources for continuous improvement in the practice of our profession. The word *empower,* which is overworked these days, is defined in my dictionary as "to give power and authority to." In the best and truest sense of the word, the Internet can empower those of us in early childhood education by helping us learn more about our own field.

Uses of the Internet by Early Childhood Educators and Parents

The most common uses of the Internet are, in approximately this order, communication, entertainment, marketing, information seeking, advocacy, and all kinds of education—including consumer education, distance education (formal and informal), and support of regular classroom education, especially in higher education.

This list of common Internet functions used to be much shorter. There was a time when I would not have included in such a list distance education or marketing as major Internet uses. Despite extensive commercialization, the Web already is and will continue to be something much more than a gigantic virtual yellow pages, as some observers have recently described it. And in fact, the interest of the commercial sector in the Internet is an important driving force in making Internet access and online services affordable.

Despite increased affordability, equity in computer and Internet access continues to be a problem in society. It is likely that concerns about equity will diminish somewhat over time, as computers and the Internet become more a part of our everyday lives. Already, many public libraries and other agencies in many states provide computer terminals for use by the general public at no fee. We encourage schools to open their computer labs to the parents and neighbors who have funded them in the first place. We can expect that communities will continue to find creative ways to increase access to the new information technologies for all of us. The University of Illinois Graduate School of Library and Information Science recently received a large federal grant to collect 1,000 outdated computers from local businesses and, with the help of teenagers from low-income families working with graduate students, upgrade or rebuild those computers; each teenager who takes part in the program gets to take a computer home, and the rest are being distributed throughout the community to low-income families and

7

organizations. Such efforts are significant. At the Families, Technology, and Education Conference we hosted in 1997, parents equated Internet access with power and influence in our society. One of the most often expressed hopes among the parents attending was for greater Internet access for all families in all parts of the community.

In addition to community efforts, over the next few years we are likely to see a continuing reduction in the cost of computers and Internet use to individuals, largely because business and industry see widespread use of the World Wide Web as a way to sell us products. We will also find that the integration of technologies offers new and often easier ways to make use of the Internet for those with little time, money, or energy to learn about it. Computers, cable TV, Web TV, telephone lines, satellite dishes, wireless technologies—all will be used to present the general public with new opportunities for easy access to the World Wide Web.

Our Clearinghouse has an ongoing special project called the National Parent Information Network, which is intended to create a high-quality WWW site for parents and to provide question-answering services for and about parents and parenting. Since late 1993, NPIN has been providing these services through the World Wide Web and also by toll-free telephone. What we have learned about families in the new information society is that, like early childhood educators, they sometimes feel isolated. Parents often live far from their own families; they may be fairly transient in their communities or neighborhoods, or they may lack close friends or neighbors from whom they can ask child-rearing advice. They may even be embarrassed to ask those neighbors or relatives who are close at hand about certain issues or concerns. All too often, the sources of information available to them are not of the highest quality or are not up-to-date. For these parents, the Internet provides a comfortable, anonymous way to find out that they are not the only ones struggling with troublesome behaviors or learning problems. They can use the Internet to ask an "expert" a question and to discuss their concerns with other parents in Internet discussion groups. They can find research-based parenting information through the National Parent Information Network and many of the Web sites described in this book.

This Edition of *A to Z*

Today we live in an era when computer advertisements ask us, "Where do you want to go today?," command us to "Think different," and assure us that "All the books in the Library of Congress can be sent coast to coast—flawlessly—in the time it takes lightning to strike!" These kinds of promises sometimes make us forget that the information society is in its infancy. We have seen huge changes in technology over the last decade, and the rate of change, according to many observers, is accelerating rather than slowing down. The new information technologies will continue to increase the expense involved in operating our organizations, but they will also allow us to provide new and improved services for more people.

This edition of *A to Z: The Early Childhood Educator's Guide to the Internet* is much expanded from previous editions. Every day we learn of new Internet sites produced by early childhood educators and by organizations working in our field, and we have included as many new sites in this guide as possible. Unfortunately, given the rapid rate of change on the Internet, much of the information in any printed guide to its vast resources is almost immediately outdated. Therefore, the 1998 edition of *A to Z* will be the last print edition of this work. Perhaps it is fitting that from the year 2000 forward, this guide will be available only on the World Wide Web at http://ericeece.org/azguide.html.

--Dianne Rothenberg
Associate Director, ERIC Clearinghouse on
Elementary and Early Childhood Education
University of Illinois at Urbana-Champaign

References

Janes, Joseph W., & Rosenfeld, Louis B. (1992). From security to serendipity, or, how we may have to learn to stop worrying and love chaos. *Proceedings of the ASIS mid-year meeting. Networks, telecommunications, and the networked information resource revolution. Albuquerque, NM, May 27-30, 1992*, 75-82. EJ 450 409.

Chapter 1

An Introduction to the Internet

Table of Contents for Chapter 1

Getting Started 1-3
    What You Need to Connect to the Internet 1-3
    Domain Name System (DNS) 1-7
Electronic Mail 1-9
Internet Mail Lists 1-11
Newsgroups 1-13
    Internet Etiquette (Netiquette) 1-14
A Note about Client-Server Software 1-14
TELNET 1-15
World Wide Web (WWW) 1-15
    Mosaic 1-16
    Netscape Navigator 1-16
    Microsoft Internet Explorer 1-17
    A Note about Uniform Resource Locators (URLs) and Home Pages 1-17
    Using Web Browsers 1-18
    Using FTP in Web Browsers 1-20
    Using Gopher in Web Browsers 1-21
    Using WWW Search Engines 1-21
    Creating a WWW Page 1-22
Finding What You Want on the Internet 1-23
For More Information 1-25

This chapter provides some general pointers that we think you will find useful as you begin to use the Internet to find information on early childhood education, child care, and child development. The information contained here is not exhaustive; there are many Internet guides in bookstores that provide comprehensive information (see the bibliography at the end of this chapter). Instead, the goal of this chapter is to introduce some basic concepts related to Internet use and to provide you with enough information to get started.

NOTE: Throughout this book, Internet addresses are provided in a consistent format called the "Uniform Resource Locator" (URL). Examples are the URLs of the ERIC/EECE World Wide Web site and the U.S. Department of Education World Wide Web site:

http://ericeece.org/
http://www.ed.gov/

More information about URLs is provided in a following section called "A Note about Uniform Resource Locators (URLs) and Home Pages."

This chapter begins with an introductory section that explains what you need to connect to the Internet and provides some information about the domain name system used to identify computers connected to the Internet. The chapter then discusses several Internet tools, the first of which is electronic mail (email). Next, the chapter outlines some features of electronic discussion lists, which are based on the use of email, and of Newsgroups, which are not directly related to email. Some elements of Internet etiquette are identified.

Because the remaining Internet tools discussed in the chapter are based on client-server software, this method of data exchange is briefly mentioned. Then TELNET, a second Internet tool, is explained. The bulk of the discussion of Internet tools focuses on the World Wide Web (WWW). The section on the WWW presents some general points about the WWW and provides specific information about Web browsers, Uniform Resource Locators, the use of File Transfer Protocol, accessing Gopher sites through Web browsers, the use of Web search engines, and the creation of Web pages. The final section discusses finding information and resources on the Internet. A list of resources for additional information is appended.

Getting Started

What You Need to Connect to the Internet

1. A computer — Either a Macintosh or a DOS machine (that is, an IBM or IBM-clone machine) works fine, provided it meets certain minimum requirements, as outlined below.

- *Memory.*
  Minimum configuration: 16 megabytes (MB) of memory
  Recommended configuration: 32 or more megabytes (MB) of memory

Not surprisingly, with each edition of this *A to Z Guide*, we are recommending a greater amount of memory. Using fewer than 16 megabytes of memory will not result in efficient use of the Internet. Therefore, we suggest a total of 16 MB of memory as a *minimum configuration* for using the World Wide Web (WWW), as well as for other applications, and recommend a total of 32 MB of memory. The cost of computer memory increases and decreases cyclically, but is currently (fall 1998) at a fairly low cost. Therefore, we recommend that you purchase as much memory as you can afford.

- *Hard drive.*

  Recommended configuration: 1-gigabyte (GB) or larger hard drive

Hard drives have become relatively inexpensive, and new computers are typically sold with hard drives of at least 1 gigabyte (1,000 MBs). A large hard drive is useful for a variety of other applications besides using the Internet.

- *Monitor.*

  Minimum configuration: VGA monitor
  Recommended configuration: for IBM and IBM-clone machines, SVGA monitor; for the Macintosh, a color monitor

A *VGA monitor* is acceptable for word processing, but if you intend to make use of the graphics on the Internet, a high-quality, high-resolution (SVGA) color monitor makes sense.

- *Sound card and speakers.*

  Increasingly, many World Wide Web sites on the Internet present information in the form of sound, as well as text and graphics. While it is not necessary to be able to hear these sounds to make good use of the sites, it is often helpful, interesting, and fun. There are many sound cards and speakers on the market that allow you to hear sounds over the Internet. Check with your computer supplier.

2. A modem — Modems have become standardized and reliable. We recommend that you purchase a modem that transfers data at a rate of at least 28.8 baud. (The baud rate is a measure of the number of signals transferred per second over a communications medium; the higher the baud rate, the faster the transmission.) Today, new computers are typically sold with a modem installed. If you are buying a modem now, purchase one that also has fax capabilities.

3. A telecommunications program — Whether you have an education account with a nonprofit Internet service provider or use a commercial service, your Internet service provider will provide you with or recommend a telecommunications program.

4. An account with an Internet service provider — The options for Internet access for the general public are increasing rapidly, but this question remains a central concern for many parents and educators who want to use the Internet. At the federal level, a number of possibilities are being explored for increasing Internet access for the education community. Some of these possibilities were addressed in the telecommunications legislation passed by Congress in early 1996. Vice President Al Gore and many others advocate the connection of every classroom to the information superhighway by the year 2000. Right now, however, there are four broad categories of access.

   - *Access through state or regional educational networking systems.* Many states (Texas, Florida, North Dakota, Virginia, and others) now provide or are planning to provide low-cost or free access for educators. Inquiries should be directed to local school district offices, regional education service providers, or state departments of education to find out if this option exists in your area. If your state is in the planning stages of providing access for all educators, become an advocate for including Internet access for pre-kindergarten educators and caregivers.

• *Access through community computing networks.* Local community computing networks have been established in many communities across the United States and in other countries. Many more are in the planning stages. These community computing networks provide various levels of Internet access to the citizens in their communities. One type of community computing network is called a "Free-Net," based on the name of a particular type of network software. Free-Nets were affiliated with the National Public Telecomputing Network (NPTN). The NPTN, a nonprofit organization, was a leader in the community computing network movement until its recent bankruptcy. The Organization for Community Networks (OFCN) now provides some of the information on community computing networks previously provided by the NPTN.

Besides local communities, a few states, such as Maryland, offer Internet access through a state-wide network to every citizen who requests it. (In Maryland, this network is called SAILOR. Visit the Web site *http://sailor.lib.md.us/* or send an email message to *askus@sailor.lib.md.us* for more information about SAILOR.)

To learn whether there is a community computing network in your community, it is a good idea to check your local public library, which is likely to have this information. Information may also be obtained from the OFCN:

Organization for Community Networks
P.O. Box 32175
Euclid, OH 44132
Phone: 216-731-9801; Fax: 216-731-9802
Web: http://ofcn.org/
Email: webmaster@ofcn.org

The OFCN maintains a list of community computing networks at:

http://ofcn.org/networks/By_State.txt.html

To locate a community computing network, you might also try using one of the Internet search engines (explained below), by using search terms such as "community" and "networks."

A Directory of Public Access Networks is maintained by the Council on Library and Information Resources (CLIR). This directory is another source of information on community computing resources. This Web-based directory is available at:

http://www.clir.org/

• *Access through special projects at universities, colleges, or other institutions.* Many universities and colleges provide Internet access for their faculty, staff, and undergraduate and graduate students. Other institutions, such as many nonprofit organizations, may provide Internet access for their staff. Universities and colleges sometimes provide Internet access to nearby schools that take part in research or learning projects. If you are in a pre-K setting, suggest that a college in your community help with a project that experiments with ways to further professional development of caregivers and preschool teachers through use of the Internet.

- *Access through commercial services.* Dozens of commercial services, including some telephone companies, now offer connectivity to parents and educators. In addition, some professional associations offer subscriptions to online services that offer their own information and Internet access.

There are literally hundreds of commercial Internet service providers, and many of them provide local or regional service. Check with your local public library, the yellow pages of your telephone book, or advertisements in local newspapers to find out about local providers. The providers listed below are well known and offer their services to a national audience. Further information about these services is available by calling the 800 number or by accessing the Web site, the URL for which is given in the list. This is an incomplete list (based on the ones we are asked about most frequently). No attempt is made to provide cost information because such information changes frequently. Note that many providers offer a free trial of their service. Note also that mention of an Internet provider here does not represent a recommendation from ERIC/EECE.

America Online
800-540-9449
http://www.aol.com/

HandsNet
408-291-5111
http://www.handsnet.com/
hninfo@handsnet.org

CompuServe
(subsidiary of AOL)
800-848-8990 (service)
800-739-6699 (order)
http://world.compuserve.com/

Prodigy Internet
800-776-3449
http://www.prodigy.com/

5. An appropriate level of Internet access — Regardless of your Internet provider (a university or college, an education consortium, a state or regional education provider, or a commercial provider), there are several questions you should ask about what capabilities the provider offers and about how to use the Internet effectively once you get access. Among these questions are the following:

- How will I use electronic mail? Will I be able to belong to Internet mail lists? Are there limits to message length? Are there charges for sending or receiving electronic mail?

- Will I be able to use TELNET software? Are there any extra charges for using this software? Can I use TELNET from home and at work? (Many universities and colleges offer different capabilities for home use compared to capabilities offered on-campus.)

- Does the system offer a SLIP or PPP connection? If the service offers these types of connections, it increases the chances that you will be able to use a graphical interface to the World Wide Web. An important question to ask is, Can I use the graphical interface from work *and* at home? (Again, many universities and colleges may offer different capabilities for home use compared to the capabilities of computers wired directly to the computer system in a university building.)

- What are the charges for accessing the Internet from the commercial service, beyond accessing the information on the commercial service itself? (This question applies to those who have access from a commercial provider.)

- Can I access my account by using a local telephone number or a toll-free telephone number?

- How do I check my electronic mail and use the Internet from my portable computer if I am away from home?

- What do I do if I need help? Whom do I call? During what hours is help available in my geographic area?

Domain Name System (DNS)

The Domain Name System (DNS) is a method for administering the names given to the computers that are connected to the Internet. This method facilitates communications among these machines. Domain names are, in a sense, the addresses of computers. Typically, each computer's domain name has four domains, which are separated from each other by periods. For example:

ux1.cso.uiuc.edu
ericps.crc.uiuc.edu

The domain in the right of the address is the most general or the highest level. The domain names become more specific as they move left in the address. For example, in the first address above, *edu* represents the highest level "education" domain; *uiuc* represents the University of Illinois at Urbana-Champaign; *cso* represents the University's computing services office; and *ux1* represents a particular computer or group of computers in the computing services office. In the second address, *crc* represents the computer network in the Children's Research Center, a building on the University of Illinois campus; *ericps* represents a computer located on a tabletop in ERIC/EECE's network administrator's office.

Sometimes, domain names can (or appear to) be shorter than four domains. This will often be seen in email addresses, for example:

ericeece@uiuc.edu

For the four-name address above, *ux1.cso.uiuc.edu,* the University of Illinois has the authority to create any names in domains lower than its "uiuc" domain (i.e., to the left of "uiuc"). It has chosen to create "alias" computer domain names for its users. Therefore, if someone sends an email message to *ericeece@uiuc.edu,* that message will automatically be forwarded by one of the University's computers to *ericeece@ux1.cso.uiuc.edu.* The advantages of this practice are that people can remember shorter names, and that less address book updating is required if individual computer names change within the University.

Originally there were six "highest level" domains, representing various types of organizations, as indicated below:

Domain name	Usage
com	commercial organizations
edu	educational organizations
gov	government departments, agencies, and offices
mil	military facilities
org	other organizations
net	network resources

These domain names are still used and a few more may be added in the future. As the Internet has expanded globally, a set of two-letter domains for countries has been developed. Some common country domain suffixes are:

au	Australia	hk	Hong Kong
ca	Canada	in	India
dk	Denmark	kp	Korea
fr	France	nz	New Zealand
de	Germany	uk	United Kingdom
fi	Finland	za	South Africa

To see a complete list of country codes, view the Country Code Contact Information pages maintained by the Internet Assigned Numbers Authority (IANA) at:

http://www.iana.org/countryA-F.html
http://www.iana.org/countryG-O.html
http://www.iana.org/countryP-Z.html

The use of the computer "addresses" in this domain name system identifies unique computers and makes communications between these machines (using all the tools of the Internet discussed below) more efficient.

"Where do these domain names come from?," one may ask. Each nation has an organization that assigns domain names within that nation. In the United States, that organization is InterNIC, which is a cooperative activity of the National Science Foundation and Network Solutions, Inc. InterNIC assigns only the last two domains of a domain name. Organizations may apply for a domain name of their choice (assuming it is not already used); a fee is charged for receipt of a domain name. For example, the University of Illinois applied to InterNIC for a domain name and was assigned "uiuc.edu." The University is free to assign more specific domains to its various departments and units. For example, the University assigned the domain "crc" to its Children's Research Center (CRC); then the CRC network administrator assigned the domain "ericps" to ERIC/EECE's Web server, which rests on a tabletop in the CRC building. This resulted in the complete address "ericps.crc.uiuc.edu." If you are interested in getting more information about InterNIC, visit the Web site at:

http://rs.internic.net/

Electronic Mail

The most popular feature of the Internet is electronic mail (email), which reaches areas of the world with no other type of Internet access. Email is the most common denominator of being considered "on" the Internet. Electronic mail is popular partly because, of all Internet features available, it most closely resembles activities that are already part of our daily lives. We know how to send letters and leave telephone messages for co-workers and others whose judgment we value or from whom we want information, and the use of electronic mail is an extension of those behaviors. Research indicates, in fact, that educators' most frequently used source of information is their colleagues. Electronic mail simply expands educators' immediately accessible peer group to include anyone in the world with an Internet connection.

Electronic mail is fast (most of the time) and largely reliable. Messages can be composed and sent from home or work at the sender's convenience, and received and responded to when convenient for the receiver. Most messages are received and read only by the person for whom they were intended, but email should *not* be considered either secure or private.

Electronic mail addresses vary, as do postal addresses, and carry specific pieces of information. Knowing a little about email addresses can be useful for knowing whether an address is likely to be correct. Sometimes understanding the format of the address can also help you determine someone's location or host institution. All addresses have the following format:

unique logon name	@ sign	domain names of host computer
ericeece	@	ux1.cso.uiuc.edu

Basically, this system of email addresses includes the "logon" name of the person or institution "at" the particular "host" computer. The computer is named according to the domain name system described above. The logon name is the name the person uses to "log on" to the host computer when checking his or her email (or performing other functions on that computer).

How do you find someone's email address? The best way is to *ask* the person (using an old technology like the postal service or the telephone, or an ancient human skill like face-to-face communication!) prior to attempting to send him or her electronic mail. If you know the name of a machine at the same institution and the format of someone else's address there, you can try an address that seems likely to be correct. (For example, if you have a friend whose name is Schmidt and whose email address is schmidt@abc.def.ghi.edu, and another friend at the same institution whose name is Dasgupta, you might try dasgupta@abc.def.ghi.edu.) If it is not correct, the machine will "bounce" the mail back to you.

Another way to locate an email address if you know a person's host computer is to use the finger command. To use this command you must be at a UNIX prompt on a computer connected to the Internet (see explanation in the section below, "A Note about Client-Server Software"). The format of the command is:

```
finger name@host
```

where host is the host computer and name is either the first name, last name, or logon name of the person whose address you are looking for. For example, if you are looking for your friend Dasgupta's email address type:

```
finger dasgupta@abc.def.ghi.edu
```

and the host computer will return to you information about all the Dasguptas who have accounts on that computer; one of these will be your friend. You will see information such as:

```
login name: dasgupta     In real life: Protima Dasgupta
```

Seeing this information, you now know that, to contact your friend by email, you should send a message to dasgupta@abc.def.ghi.edu.

"Are there email address books for the Internet?" we are sometimes asked. In a sense, yes, there are. Just as there are search engines (see section below on "Using WWW Search Engines") on the Internet which can be used to find Web sites, so there are some search engines that search for email addresses. One such site is the "Four 11 Internet White Pages" site at:

http://www.four11.com/

At this site, you can type in a person's name and search for that person's email address. Note that this is not a complete directory of email addresses. Thus, if you're looking for a friend's email address and you don't find it here, it doesn't necessarily mean that your friend doesn't have an email address.

Another way to find your friend's email address, assuming you know the institution your friend works at, is to use an Internet phone book maintained by that institution. For instance, if your friend works at the University of Illinois, you could visit the University of Illinois's World Wide Web site at:

http://www.uiuc.edu/

From the menu on the home page, select "Phonebook-ph." Then type your friend's name in the box, click on the "Enter" button, and you will be presented with contact information, including email address, for your friend. To find an Internet phone book for an institution, it is easiest to go to a central listing of institutional phone books. Such a listing is maintained on the University of Notre Dame's Gopher. However, it may be easier to access this listing from the University of Illinois's Web interface. As before, go to the University of Illinois home page and select "Phonebook-ph," which will take you to the Phonebook Gateway for the University of Illinois at Urbana-Champaign. Since you want to check a different institution's phone book, select the menu option "Other Servers."

At this point, you can do one of two things. First, you can type (into the search box) a word from the name of the institution you're seeking. For example, if you type "berkeley" and select "Enter," you will be presented with a search interface to the University of California-Berkeley Internet phone book. Second, you can select the menu item, "all ph/qi phone book servers" (approximately 340 in summer 1998). Then, you can scroll through the list of servers (alphabetical by institution name) and select the one you want. If you select "University of California at Berkeley" you will see the same phonebook gateway mentioned above. Whether you select the first or second of these methods, you can then type into the search box the name of your friend, select "Enter," and you will be presented with your friend's contact information. Note, however, that if your friend's institution does not maintain an Internet phone book, this method is of no use.

Dozens of mail programs exist that make it easy to use electronic mail. Pine and Elm are often available on UNIX (a kind of operating system) machines, while Eudora and NuPop are popular on PC-based systems. Each program has unique commands, screen displays, and features. Check with your local system administrator for some printed documentation of how your mail program works and keep this documentation by your computer for reference.

Internet Mail Lists

Internet mail lists (commonly but somewhat erroneously called *listservs*, after one kind of popular mail list software [the way all tissues are called Kleenex]) build on our sense of comfort with electronic mail as a communication medium. Internet mail lists are an example of "distributed email." Whereas in typical email communication, one person sends a message to one other person, on Internet mail lists, one person sends a message to an email address at the administrative computer that operates the mail list. This computer then "distributes" the message to every person who has subscribed to the list.

This "distributing" function is performed by mail list software located on the mail list computer. "Listserv" is one popular type of such software; "Majordomo" and "Listprocessor" are two other popular types. The software usually automates subscribing and signing off from the list and may offer other features, such as "digesting" (sending you one message per day that contains all the messages posted to the mail list discussion address during one 24-hour period). Note that, when using Internet mail lists, it is important to keep in mind the distinction between the mail list's "administrative" and "discussion" addresses. When you are subscribing, unsubscribing, or requesting some other "administrative" function, send your message to the list's administrative address. When you want to communicate with the other list members, send your message to the list's discussion address.

Early childhood educators are relative newcomers to the Internet, and arguably the best evidence of our recent migration to this new medium is the rapidly growing number of electronic mail lists that address topics pertinent to the field of early childhood education. There are many thousands of mailing lists on the Internet. There are some World Wide Web sites (see section in Chapter 2, "Finding Electronic Discussion Lists," for details) on the Internet that provide lists of Internet mail lists. Some of these "lists of lists" are topical, while others strive for thoroughness. Probably none is complete or up-to-date. If you are looking for an Internet mail list on a particular topic, a good way to begin is to ask professional colleagues, either in person or by posting a question to a mail list to which you already belong. You can also find new lists by sending a command in an email message to a listserv computer or by using an Internet search engine.

Individual lists develop their own personality and conventions, and the discussion may vary on a daily basis in its quality and in its relevance to your interests. The general pattern of usage is that one person posts a message requesting information or suggesting a topic for discussion, and others who subscribe to the list respond. Mail lists do not subdivide discussions by topic, and there may be several strands of discussion taking place during the same period of time.

Note that many Internet discussion lists are archived on World Wide Web or Gopher sites. Those interested in the topic of a list are able to visit the list archive and read past messages.

Here are some guidelines for using mail lists.

- *Know the distinction between the* administrative address *and the* discussion address. The administrative address is a sort of clerical robot that responds to commands. Use the administrative address for subscribing to and signing off a list and for other administrative commands, such as "review" (a command which tells the listserv software to send you a list of all the members of the mail list) and "digest." Messages to the administrative address typically have no subject line and should not contain your signature.

  Use the discussion address for communicating with other list members. Messages sent to other list members should include an appropriate subject line and your signature. *Do not* send messages to the discussion list that are meant for the administrative address. Doing so will require perhaps hundreds of list subscribers to read your administrative request.

- *Save the instructions.*
  After you have sent a subscription command to the list's administrative address, you will receive a message indicating that your subscription has been accepted. You will also receive a list of instructions, including common commands to use with the mail lists. *Save these instructions* for future reference.

- *Determine whom you are responding to.*
  When you read a message on the list, you will usually want to respond to the entire list. Occasionally, however, you will want to respond only to the person who posted the message. The discussion address is used *only* for messages that should go to the entire list. If you want to respond to the individual subscriber, you will need to type in that subscriber's email address in the "To:" line of the email message you are composing. It's a good idea to double-check the "To:" section of the message header before you send it. Many embarrassing episodes have resulted from inadvertently sending a message to hundreds of people that was intended for just one person!

- *Read messages before posting.*
  Read messages from the list for a few days before posting your first message so that you can gauge the flavor of the conversation. After that, introduce yourself and let others know what your particular interests are.

- *Abide by the list policy on commercial postings.*
  Before sending descriptions of or ordering information for commercial items to a discussion group, check with the list administrator or owner to be sure you have complied with any policies that may have been established by the list owner or by the group through earlier conversations.

- *Be considerate when disagreeing.*
  When expressing an opposing point of view, do so with respect and consideration for the feelings of others. If you are angry, you might wait a day and reread a controversial

post that you've composed before you send it. Use of profanity or derogatory comments is inappropriate.

- *Use the subject line.*
  Use a phrase in your subject line which concisely and accurately describes the topic of your message. This will help other list members filter out messages on topics in which they are not interested and focus on topics in which they are interested.

- *Respect copyright.*
  Email messages, like letters, are copyrighted literary matter. Therefore, do not forward another person's email message to the list without that person's permission. Also, do not copy and send otherwise copyrighted material (e.g., pages from a journal article) to the list without the permission of the copyright holder.

- *Include your signature.*
  It is courteous to identify yourself to other list members.

Chapter 2 of this guide profiles several Internet mail lists relevant to early childhood education. The introductory section provides a set of general instructions on using some common commands on three types of mail lists and discusses several ways of finding mail lists on particular topics. The bulk of the chapter highlights several dozen mail lists. The specific administrative and discussion address is provided for most of these mail lists.

Newsgroups

Usenet Newsgroups are similar to listservs and other Internet mail lists and, in fact, many lists are simply redistributed on Usenet from identical Internet discussion group lists. Newsgroups are read on a "newsreader" available on many systems. Popular newsreaders include nn, rn, news, vnews, and pcnews. Most have features that allow the user to choose only those "threads" (or subjects) that the user knows in advance he or she is interested in. Newsreaders require a little practice to learn to use them properly. Their advantage over electronic mail is that, because messages are distributed from a common database, Usenet cuts down on the number of messages sent directly to your mail box.

While many people prefer Newsgroups so that their mailboxes will not be cluttered with messages, others find that they forget to check the Newsgroups they are interested in, and miss information or discussion they would have liked to know about. Messages are deleted from Usenet Newsgroups automatically on a regular schedule. Some people feel that, compared to Internet mail lists, Newsgroups tend to be more "chatty" and less scholarly or professional.

There are various categories of Newsgroups, and there are some Newsgroups that deal with educational topics. For example, "k12" Newsgroups are dedicated to various topics in which teachers and students, kindergarten through grade 12, may be interested (for example, "k12.chat.teacher," "k12.ed.music," and "k12.ed.science"). There is a group of "bit" Newsgroups that contains postings to popular BITNET Listserv mail lists (for example, "bit.listserv.edpolyan" for postings to EDPOLYAN, an educational policy analysis forum). There are other Newsgroups which may have some interest to parents and early childhood professionals, such as "rec.arts.books.childrens," a Newsgroup that discusses children's books in the "rec" (that is, recreational) Newsgroup category.

If you are unsure that Usenet Newsgroups are available to you at your site, ask your system administrator. If Newsgroups are available to you, the system administrator will provide you with information on the specific newsreader to be used.

Internet Etiquette (Netiquette)

In its early days, the Internet was likened to the Wild West because it seemed to be a rapidly growing, largely undefined environment. But this situation has changed as governments, educational institutions, and corporate entities have established strong presences on the Internet, and as Internet users have become more sophisticated and more discerning in their use of Internet resources. Issues of free speech still abound on the Internet, but concerns about obscenity and copyright are growing. If you are concerned about Internet use policies and the wilder parts of this electronic frontier, there are discussions in the literature of these problems that you might find interesting (see Chapter 5).

For early childhood educators, who will not typically find themselves exposed to the wilder parts of the Internet (at least in their professional roles!), the Internet can be a very friendly place. As early childhood educators, we use information in responsible ways and will find that Internet usage is governed by the same rules that govern the rest of our behaviors. As in other parts of life, the golden rule in Internet computing manners is to treat others as you wish to be treated. For example, do not send junk, objectionable, or "flaming" electronic mail. Do not use electronic mail to advertise business services, especially on Internet mail lists. Take care not to confuse administrative and discussion addresses for Internet mail lists and learn how to use the mail list commands. If you are a college instructor who is teaching students about Internet use, do not instruct 30 students to post the same question to an Internet mail list or to send out surveys without checking with list managers first. The goal is to create a welcoming environment in which real discourse about our profession can take place.

You will find that Internet users are extremely helpful and caring when dealing with colleagues who ask for information and advice. There is a great tradition of helping each other that is apparent on Internet discussion groups. Help others if you think you can do so, but be careful not to exceed the amount of your expertise; giving incorrect or bad advice may do damage. Remember to indicate your level of knowledge if you choose to provide information or give advice. For example, in response to a curriculum question, you might say, "I've been teaching for 15 years, and my experience in this area has been ..."

A Note about Client-Server Software

The next several features of the Internet that we are going to discuss (World Wide Web, FTP, TELNET, Gopher) operate using client-server software. This method of data exchange involves a *server* (i.e., a computer on which information and resources are stored) that provides (or "serves") its information and resources to a *client* (i.e., another computer that sends a request for information to the server). Both computers are connected to the Internet. The requisite software is resident on these computers. For example, suppose you are sitting in your school office and have just used your personal computer (PC) to log on to a local university computer and then you have connected to a World Wide Web site at another university. The other university's World Wide Web site is on the server; your university's computer is the client. Your PC is connected to the client.

It is not necessary to understand this in great detail. The point is that, to use the FTP, TELNET, Gopher, and WWW features described below, you do not have to acquire any software for your own PC. It is already present on the computers owned by your Internet service provider (your university or other provider). The only constraint is that, if your provider is a nonprofit institution rather than a commercial provider, you will probably also need to get a Web browser to install on your PC. The network administrator can help you with this.

At this point in previous editions of this *A to Z Guide,* we discussed File Transfer Protocol (FTP) (giving extensive examples), TELNET, and Gopher, before proceeding to the World Wide Web. However, because most early childhood professionals who are accessing the Internet do so via Web browsers; because most institutions are discontinuing the operation of Gophers in favor of World Wide Web sites; and because the use of FTP, TELNET, and Gopher is seamlessly incorporated in the function of Web browsers, in this edition of the *A to Z Guide,* we are proceeding differently. We will offer only a short discussion of the use of TELNET and then proceed straight to our discussion of the World Wide Web. Subsequently, we will briefly discuss the use of FTP and Gopher from within Web browsers.

TELNET

TELNET, one of the earliest Internet tools, is a software program that allows you to log on to a remote computer and use its applications. We briefly mention TELNET here because some readers may use TELNET outside their Web browsers. For example, you may use TELNET to log on to a server back at your office while you're away at a conference. You might do this to check your email messages. Logging in with TELNET requires that you provide a logon name and a password accepted by the other system as you log on. Typically, you will use TELNET to log on a computer for which you have already been given an account (from your university, for example).

However, there are cases in which you can use TELNET to log on to a computer for which you do not have an authorized account. For example, some libraries provide public TELNET access to parts of their electronic catalogs or to features for searching the ERIC database, and some Free-Nets provide public TELNET access for guests to investigate parts of their system. When you try to log on to such TELNET sites, you will be given instructions at some early point in the logon process about what logon name and password you should use.

To use TELNET, first log on to your host computer connected to the Internet. Then, if you want to connect to another computer with an Internet domain name of xxx.yyy.zzz.edu, type:

```
telnet xxx.yyy.zzz.edu
```

For example, if you're visiting a group of friends at a university, you can log on to your friends' institution's server according to their instructions. Then, at the prompt, you can TELNET to your home server to check your email.

World Wide Web (WWW)

The World Wide Web (WWW) is based on software that adds additional capabilities for accessing information and resources on the Internet beyond the capabilities offered by earlier ways of accessing the Internet (such as Gopher). The two major differences between the WWW and earlier methods are the availability of nontext resources and the use of hypertext links. Besides providing access to text resources, the WWW provides easy access to nontext resources, especially graphics, but also sound, film clips, software applications, and others. Through hypertext links, WWW users can move easily from document to document and site to site, rapidly gathering information and resources. Depending on which Web browser you are using, the hypertext link will be highlighted on the screen in some way (usually by a different color). The WWW also incorporates the use of other Internet tools such as FTP, TELNET, and Gopher.

To use the WWW, you need three things: access to the Web on the Internet, a Web browser (for use on your PC), and communications software (so your Web browser can connect to your service provider). The section above on "What You Need to Connect to the Internet" discussed getting access to the Internet through an account with an Internet provider. Such access will almost always include access to the Web. Check with your provider about this access.

If you have access from a commercial provider, the provider will supply you with the browser and communications software as part of the general package of software that you install. If you have an institutional provider, you will probably need to specially get the browser and communications software. The institution's computing office or network coordinator will probably have this software available, or will be able to help you acquire it. Many Web browsers are available commercially or are freely available on the Web site of the browser's developer. A brief note about Mosaic (the first Web browser that was developed at the University of Illinois) and some information about two popular Web browsers, Netscape Navigator and Microsoft Internet Explorer, are provided below. Computer and Internet magazines periodically have descriptions of and comparisons between Netscape Navigator and Microsoft Internet Explorer as well as some other browsers.

Mosaic

In previous editions of the *A to Z Guide,* we discussed Mosaic, the original Web browser developed at the National Center for Supercomputing Applications (NCSA) at the University of Illinois. Now that Web browsers have become common in the marketplace, the NCSA has discontinued further development of this product. Hence, we will not include a discussion of Mosaic in this edition of the *A to Z Guide*. The final versions of Mosaic will continue to be available on NCSA's Web site. Technical support will no longer be provided. For more information, see the Software/Mosaic section of the NCSA Web site:

http://www.ncsa.uiuc.edu/SDG/Software/Mosaic/

Netscape Navigator

One of the two most popular Web browsers is "Netscape Navigator" from the Netscape company. Netscape Navigator is available for downloading at Netscape's Web site. The URL of Netscape's home page is:

http://home.netscape.com/

Note that the layout of the Netscape home page and the organization of the Netscape Web site can change significantly from time to time. Therefore, it is not possible to give detailed directions about acquiring this software. But on the Netscape home page, you should find a hyperlink called "Download" (or some related word or phrase), or you may be able to follow links to a Products page. Eventually you will find a link to download the latest version of Navigator (version 4.06 as of this writing in summer 1998) or of Communicator (a suite of products that contains Navigator) for Macintosh or Windows. Click on the link to download. The Products page should provide installation instructions.

You can also order Navigator on a CD-ROM. This product comes with additional features (such as a manual). See the Products page of the Web site. If you are unable to download Netscape Navigator from the Netscape Web site, or if you want further information, you can contact the company by phone at 415-937-3777 or by email at info@netscape.com.

Microsoft Internet Explorer

The other of the two most popular Web browsers is "Internet Explorer" from Microsoft. Internet Explorer is available for downloading at Microsoft's Web site. The URLs of the Microsoft home page and the Internet Explorer page are:

http://microsoft.com/
http://microsoft.com/ie/ie40/

Again, as the design of this page may change from time to time, specific directions cannot be provided. However, you should find an option for something like "Products/Downloads" on the home page. Follow the links through Downloads, Web Browsers, Internet Explorer. Then choose your platform (e.g., Windows 95) and follow the download instructions. Internet Explorer can also be ordered on CD from the Microsoft Web site or by calling 800-485-2048.

A Note about Uniform Resource Locators (URLs) and Home Pages

A Uniform Resource Locator (URL) (often, but erroneously, called Universal Resource Locator) is an electronic address for a site on the Internet. Using the World Wide Web (WWW), Internet sites are accessed by telling a Web browser which URL to visit, or by selecting a URL that is identified through a hypertext link. One can think of a URL as consisting of four parts:

- *the name of a transfer protocol*
- *a colon and two forward slashes ("://")*
- *the domain name of a computer*
- *a directory path and file name*

Though we haven't used the term transfer protocol yet, we have mentioned several of these in passing: FTP, TELNET, and Gopher. These protocols are simply ways files are transmitted across the Internet. The WWW has its own transfer protocol called HTTP (for "HyperText Transfer Protocol"). It is not necessary to know how these transfer protocols work, only that their names should be included in the address of a site you want to visit on the Web.

Though HTTP is the transfer protocol for Web sites, the Web is able to accommodate all the earlier types of protocols. Therefore, using the WWW, you can connect not only to Web sites, but also to FTP, TELNET, and Gopher sites. Simply type in the URL for the site in the file location box of the Web browser. Typical URLs for each of these protocols are:

ftp://ftp.eff.org/
telnet://ux1.cso.uiuc.edu/
gopher://gopher.ed.gov/
http://ericps.crc.uiuc.edu/n4c/n4chome.html

In the last example, "http" is the name of the transfer protocol, "ericps.crc.uiuc.edu" is the name of a computer, and "/n4c/n4chome.html" is a directory path and filename.,This URL, by the way, is the home page for the National Coalition for Campus Children's Centers (NCCCC).

A home page is the introductory page for a Web site. It typically provides general information about the site and hypertext links to other "pages" that represent the various sections of the site. It is not necessary to "enter" a Web site at the home page (although that is convenient). If you know the URL of a particular page in the site (for example, if someone tells you or after you've visited the site a few times), you can go straight to that page. For example, if you wanted to go straight to the table of contents of the February 1998 issue of the NCCCC's newsletter, *Campus Child Care News*, you could type in the URL:

http://ericps.crc.uiuc.edu/n4c/newsltr/nlfeb98.html

Note that some URLs do not have a directory path and filename (the fourth part of a URL as listed above), but only a computer address. In such cases, the computer address is typically followed by a forward slash ("/"). Note further that all these "slashes" in URLs are forward slashes ("/") rather than back slashes ("\"). So, an example of such a URL with no directory path or filename is the home page of the National Parent Information Network (NPIN):

http://npin.org/

Note that Web browsers typically do not require you to type in the first two parts of the URL (they assume "http://") in the location box unless the protocol is other than HTTP.

Using Web Browsers

Use of Web browsers is generally simple and straightforward. Here we will highlight a few of the features of Web browsers to get you started. We are using Netscape Navigator 4.0 and Microsoft Internet Explorer 4.0 as the Web browsers upon which we base these instructions, but other Web browsers have similar or almost identical functions or feature names.

- *Connecting to a URL.* In Netscape Navigator, choose "File | Open Page" from the option bar. A file location box will appear; type in the URL you want to visit and click on the "Open" button. Or you can simply type the URL in the location box in the Location Toolbar near the top of the screen. In Microsoft Internet Explorer, choose "File | Open" and type in the box the URL you want to visit, or simply type the URL in the address box across the top of the screen. For example, if you want to visit the home page of the National Child Care Information Center (the URL for which you've obtained from this Guide), you would type into the file location box or address box the URL:

http://nccic.org/

• *Using hypertext links.* Text that is highlighted in a different color (the default is usually blue, but this can be changed) from other text is a hypertext link to another document, either on the same or a different Web site. Graphics can also serve as hypertext links. To access such links, simply move the cursor over the text (or graphic image) and click with the left mouse button. Another sign that text (or graphics) is a link is that the cursor will change to a different icon when it passes over a link (in Navigator and Explorer, from an arrow to a pointing hand).

• *Moving backwards.* There are several ways to move backwards through hypertext links. One way is to move the cursor to the "Back" button in the Navigation Toolbar at the top of the screen and click (with the left mouse button) to go back to the previous document. When you are viewing a page, there will often be (depending on the design of the page) a series of hypertext options taking you backward (and forward, too) to other documents. Therefore, a second way is to point and click on the "backward" links as with other hypertext links. Additionally, in Navigator, you can select "Go" from the option bar at the top of the screen. A list of the documents you have recently visited will appear; scroll to the one you want to revisit and click. If you select "Window | History" from the option bar, you will also see a list of links that you've recently visited; again, scroll to the one you want to revisit and click. In Explorer, you can choose the History icon at the top of the screen; choose the site you want revisit and click.

• *Viewing a document source.* With a document on screen, choose "View | Page Source" from the option bar at the top of the Navigator screen. The source document, upon which the Web page is based, will then appear. In Explorer, choose "View | Source" for the same result. The source page that you will see has various HTML tags embedded in it. This function (of viewing a document source) is useful if you want to learn something about using HTML. (More information about HTML, or "hypertext markup language" is provided in the section on "Creating a WWW Page" below). This function is included here to help clarify the next instruction.

• *Saving a document.* If you are viewing a document that you want to save, choose "File | Save As" from the option bar across the top of the Navigator screen. Several boxes will appear. In one box, you choose the format in which you want the file to be saved. This will be either text (.TXT) or HTML (.HTML). If the reason you are saving the page is to read the straight text in a word processor (in which case you don't want the unnecessary HTML tags), choose .TXT. If the reason you are saving the page is to subsequently load the page as a local file into your Web browser without having to go out on the Internet, (for example, if you are learning HTML or are saving the file to use in an online demonstration), choose .HTML. You are also prompted to choose a file name and a location (i.e., directory or folder) on your PC in which to save the file.

In Explorer, the function is similar. Choose "File | Save As" and then provide the relevant information for "save as type" and "file name," as with Navigator, and choose the directory or folder you want to save the file in by scrolling through the directories or folders in the "Save in" box.

NOTE: Though many (probably most) files on the WWW are freely downloadable, pay attention to any copyright notices displayed on the page. Also, be aware that future copyright legislation may impact the legality of downloading files from Web sites.

- *Finding words or phrases in a document.* Once a document is viewed on screen, you can look for words in the text of that document. In Navigator, select "Edit | Find in Page" from the option bar at the top of the screen. A box appears in which you type the word you want to find. When you select ENTER, the text will jump to the next instance of the chosen word. Similarly, with Explorer, select "Edit | Find (on this page)" and type in the desired word.

- *Using bookmarks.* If you find a very useful site that you want to visit regularly, you don't need to type in the URL every time. Simply access the document once. Then, using Netscape Navigator, with the document viewed on screen, choose "Bookmarks | Add Bookmark" from the Location Toolbar. The URL will be automatically saved in a bookmark file. The next time you want to visit that site or document, choose "Bookmark" again, then select the name of the site you want to visit from the bookmark list. Microsoft Explorer functions similarly; simply choose "Favorites | Add to Favorites" to add a site to your list.

Using FTP in Web Browsers

An easy way to understand FTP is to think of it as a way of copying files. File transfer protocol used to be the primary method of copying files stored on one computer on the Internet to another computer on the Internet. It is still very useful, but other software, such as the World Wide Web, is now more commonly used to retrieve files. To use FTP, you will need three pieces of information: (1) the address of the FTP site; (2) the directory in which the file is stored; and (3) the exact name of the file.

Many FTP servers offer anonymous FTP. This means that any users are allowed to access selected files on that server. If an FTP server is not an anonymous FTP server, you will need a logon and password to access files on that server. Typically, anonymous FTP servers require you to use the logon name "anonymous" and your email address as a password. However, when accessing an FTP site through the WWW, the logon and password step is typically bypassed.

The protocol for accessing FTP sites is incorporated into the World Wide Web. When you want to access a Web page from a Web browser, you simply type the URL of that page into the File Location box or Address box of your Web browser. For example, to visit the ERIC/EECE home page, you would type:

http://ericeece.org/

Just so, to visit an FTP site from a Web browser, you would simply type in the URL of the FTP site. The difference is that the protocol indicated in the URL is not "http" but "ftp." For example, suppose a friend has suggested you read the *Guide to the Internet* of the Electronic Frontier Foundation (EFF). You simply type the URL for the EFF's FTP site (which your friend has given you) in the File Location box of your Web browser:

ftp://ftp.eff.org

Your friend has told you the directory path to and the filename of the guide (/pub/Net_info/EFF_Net_Guide/netguide.eff). So you successively select the directories "pub," "Net_info," and "EFF_Net_Guide." Then you select the file "netguide.eff." Because this file is a text file, it will display on your screen. You can save this file using the File-Save feature of your Web browser. If you were to select an executable file (that is, a program) for downloading by FTP, a pop-up box would appear in which you would select where you want to place the software on your computer.

Using Gopher in Web Browsers

Gopher is software used by Internet sites to organize their electronic resources. Gopher, which is text only, has been superseded by the World Wide Web. Many organizations have discontinued their Gophers. Organizations that are now coming online are typically doing so on the WWW only, bypassing the use of Gopher. However, it is still possible to access Gophers using Web browsers. Simply type the URL of the Gopher into the File Location box of the Web browser. Again, the URL format is the same except that instead of the Web protocol "http," the URL contains a Gopher protocol. For example, to connect to the Gopher of the U.S. Department of Education, type:

gopher://gopher.ed.gov/

After you've connected to the gopher, scroll through the directories.

Using WWW Search Engines

There are several sites on the Web that provide search engines, by means of which Web users can search for information on the Web. These sites have many common features and some idiosyncrasies. Generally, after you access such a site, you will see a box in which you type a keyword or keywords relevant to the topic you are searching. Then you click on a "submit search" (or similarly named) button and the search is executed. When it is finished, usually in a few seconds, you will be presented with an explanation of what the search found (e.g., "Found 175 documents with keywords...") and a list of documents on the Web that fit the criteria of your keywords. The documents are usually listed in order of relevance, that is, the search engine lists first that document which it thinks is most relevant to your search. In this list, the name of the document or its URL is usually a hypertext link; that is, you can click on the name or URL and go directly to the document.

Many World Wide Web search engines offer more than just Web searching. Many also have directories of sites by topic. Search engines also offer various services such as guides, site rating, sports information, stock information, product sales, etc.

Search engines vary in how many documents they display, how they interpret keywords, how they use Boolean searching (that is, AND, OR, and NOT search operators), whether they search for phrases as well as words, how many documents on the Web they search, how often they are updated, whether they allow searching in topical categories, and many other features. A detailed examination of these features across multiple search engines is beyond the scope of this guide. You will simply need to try various search engines. After doing so, you will probably develop a few favorites. Note that many people use Web search engines. As a result, these sites are often very busy and may be difficult to contact. Here is a list of URLs for some popular search engines.

Alta Vista	http://www.altavista.digital.com/
Excite	http://www.excite.com/
InfoSeek	http://www.infoseek.com/
Lycos	http://www.lycos.com/
800Go	http://www.800go.com/800go.html
Suite 101	http://www.suite101.com/
WebCrawler	http://webcrawler.com/
Yahoo	http://www.yahoo.com/

There also exist several meta-search engines. When you search using one of these sites, your search terms are submitted to several other search engines and then search results are combined into one list. Three such meta-search engines are:

Cyber 411	http://www.cyber411.com/
Inference Find	http://www.infind.com/
MetaCrawler	http://www.metacrawler.com/

Creating a WWW Page

The various hypertext links in home pages and other pages on Web sites are created using hyptertext markup language (HTML). Just as "codes" in word processing programs tell those programs how to display and print documents, so do "tags" in HTML tell Web browsers how to display documents. These tags not only provide instructions about hypertext links, but also about display features such as boldface, italics, headings, line breaks, insertion of graphics, etc.

To create a home page (or other pages) on the WWW, you need first of all to have a Web server on which to put your page once it is created. Your Internet provider may be able to provide you with space on a server. After finding server space, you need to create your page. Web pages are created using HTML. The tags that comprise HTML can be typed in manually using a text editor or word processor, or they can be inserted using an HTML editor. In either case, it helps to have some knowledge of HTML. There are several ways to learn about HTML.

- *Workshops.* Often universities, colleges, or community colleges will provide workshops in the use of HTML to staff, faculty, students, or community members.

- *Viewing web documents.* By using the "View | Page Source" feature (in Netscape Navigator) or "View | Source" feature (in Microsoft Explorer) of a Web browser (as explained above in the section on "Using Web Browsers"), it is possible to learn about HTML from the way other creators of Web pages have used HTML.

- *Print manuals.* There are many books that describe the use of HTML. Any bookstore with a computer section will have a selection of these manuals. Some popular HTML books are *HTML 3: Electronic Publishing on the World Wide Web* (Raggett, 1996), *The HTML Sourcebook* (Graham, 1997), and *HTML Publishing on the Internet* (Heslop, 1998). See the section "For More Information" at the end of this chapter for other books on HTML.

- *Online manuals.* There are a number of manuals on the Internet itself that explain the use of HTML and the creation of Web pages. Some good introductory manuals are available from the National Center for Supercomputing Applications (NCSA) at the University of Illinois. The URLs for two online manuals are:

  A Beginner's Guide to HTML (from NCSA)
  http://www.ncsa.uiuc.edu/General/Internet/WWW/HTMLPrimer.html

  The Bare Bones Guide to HTML by Kevin Werbach
  http://werbach.com/barebones/

Having learned about HTML, you can create HTML pages either by typing HTML tags into a document by hand, or by using an HTML editor. There are many HTML editors on the market. These editors are periodically reviewed in computer and Internet magazines, some of which are available as online reviews. For example, on the ZDNet Web site, you can find a *PC Magazine* review of 16 Web authoring tools, including HTML editors and related products:

http://www.zdnet.com/products/content/pcmg/1702/262056.html

(Note that this URL might change. If so, go to the ZDNet main site [www.zdnet.com] or the *PC Magazine* home page [www.zdnet.com/pcmag] and follow the appropriate links through reviews or products.)

Some popular HTML editors are:

- *Dreamweaver* by Macromedia.
  800-945-9085; http://www.macromedia.com/
- *FrontPage* by Microsoft Corp.
  425-882-8080; http://www.microsoft.com/
- *Home Page* by FileMaker, Inc. (formerly Claris Corp.)
  800-986-2249; http://www.filemaker.com/
- *HotDog Pro* by Sausage Software
  http://www.sausage.com/
- *HotMetal Pro* by SoftQuad, Inc.
  416-239-4801; http://www.sq.com/
- *NetObjects Fusion* by NetObjects, Inc.
  650-482-3200; http://www.netobjects.com/
- *PageMill* by Adobe Systems, Inc.
  408-536-6000; http://www.adobe.com/
- *Web Designer* by Corel Corp.
  613-728-6625; http://www.corel.com/

Besides programs specifically designed to prepare HTML pages for the Web, many Web browsers and word processors now include an HTML editor as a feature.

Finding What You Want on the Internet

Many new Internet users think that finding what you want on the Internet is the most difficult and frustrating part of Internet use. As more and more organizations and individuals have developed a presence on the Internet, that task has become an increasingly challenging one. Various finding tools for the Internet make the task much easier, but the best way to get started is to ask a friend or colleague what sites are most useful.

Here are several strategies for finding what you want on the Internet.

- *Ask discussion group participants.* Customized help in finding resources on particular topics can be obtained by participating in discussion groups or listservs. For example, if you are a member of the ECENET-L electronic discussion list and you are looking for texts on the Internet that discuss developmentally appropriate practices, you might pose a question to that effect to the list.

- *Use Internet finding tools.* Many search engines are available for finding information on the World Wide Web. These search engines are discussed above in the section on "Using WWW Search Engines." Many education sites offer extensive listings of Internet resources on topics of interest to educators, such as Stanford University and the Illinois Learning MOSAIC.

- *Use Internet finding tools to find Listserv discussion lists.* Just as there are Web sites that provide search engines for searching the Web, so there are Web sites that search for electronic discussion lists. These are described in Chapter 2 of this Guide, "Electronic Discussion Lists for Early Childhood Educators."

- *Send an email message to AskERIC.* The ERIC Internet question-answering service called AskERIC can provide pointers to specific resources, such as penpal programs for children. Requests for information should be mailed to askeric@askeric.org. AskERIC (and its parent-related component, PARENTS AskERIC) is a good source for information on all topics related to education and can be used by parents, educators, or anyone else interested in education. "InfoGuides" housed at the AskERIC Virtual Library offer pointers to Internet (and print) resources on such topics as children's literature, child abuse, home schooling, and the media and children. The URL of the InfoGuide section of the AskERIC Web site is:

  http://ericir.syr.edu/Virtual/InfoGuides/

Or, obviously,

Use this book to get started!

For More Information

The following books relate to various topics discussed in this chapter. Some were cited in the chapter. We have provided a sampling of books on certain Web-related topics, such as Internet directories and HTML guides. This sampling should not be interpreted as a recommendation of these books by ERIC/EECE over others. In the computer or Internet section of many book stores, you will find many other worthwhile texts on these topics. We have not included books on particular software, such as Netscape Navigator, Microsoft Internet Explorer, or Microsoft FrontPage.

For additional titles related to early childhood and the Internet, see the ERIC bibliography in Chapter 5.

Barron, Ann E., & Ivers, Karen S. (1996). *The Internet and instruction: Activities and ideas.* Englewood Cliffs, CO: Libraries Unlimited.

Benson, Allen C., & Fodemski, Linda M. (1996). *Connecting kids and the Internet: A handbook for librarians, teachers and parents.* New York: Neal-Schuman.

Braun, Eric. (1996). *The Internet directory. Version 2.0.* New York: Ballantine Books.

Cearley, Kent. (1997). *HTML 4 interactive course.* Corte Madera, CA: Waite Group, Inc.

Conner, Kiersten, & Krol, Ed. (1998). *Whole Internet: The next generation.* Sebastapol, CA: O'Reilly & Associates.

Frazier, Daneen, Kurshan, Barbara, & Armstrong, Sara. (1998). *The Internet for your kids.* (3rd Ed.). San Francisco: Sybex.

Gentry, Lorna, & Bibler, Mark. (1998). *Internet yellow pages.* (7th Ed.). Indianapolis, IN: New Riders.

Giagnocavo, Gregory, & McClain, Tim. (1996). *Educator's Internet companion: Classroom Connect's complete guide to educational resources on the Internet.* Old Tappan, NJ: Prentice Hall.

Graham, Ian S. (1997). *The HTML sourcebook: A complete guide to HTML 3.2 and HTML Extensions.* Somerset, NJ: John Wiley and Sons.

Heslop, Brent D. (1998). *HTML publishing on the Internet.* (2nd Ed.). Durham, NC: Ventana Communications Group.

Honeycutt, Jerry, & Brown, Mark R. (1997). *HTML 3.2 starter kit.* Indianapolis, IN: Que Corporation.

Kehoe, Brendan P., & Mixon, Victoria. (1997). *Children and the Internet: A Zen guide for parents and educators.* Old Tappan, NJ: Prentice Hall.

Kerven, David, Foust, Jeff, & Zakour, John. (1997). *HTML 3.2 plus how-to.* Corte Madera, CA: Waite Group, Inc.

Krol, Ed, & Klopfenstein, Bruce C. (1996). *The whole Internet user's guide & catalog.* Belmont, CA: Wadsworth Publishing Co.

Lankes, Dave. (1996). *The bread and butter of the Internet: A primer and presentation packet for educators.* Syracuse, NY: ERIC Clearinghouse on Information and Technology.

Li, Xia, & Crane, Nancy B. (1996). *Electronic styles: A handbook for citing electronic information.* (2nd Ed.). Medford, NJ: Information Today, Inc.

Miller, Elizabeth B. (1997). *Internet resource directory for K-12 teachers and librarians.* Englewood Cliffs, CO: Libraries Unlimited.

Musciano, Chuck, Kennedy, Bill, & Loukides, Mike. (1998). *HTML: The definitive guide.* Sebastapol, CA: O'Reilly & Associates.

Place, Ron, Dimmler, Klaus, Powell, Thomas, & Chapman, Ron. (1996). *Educator's Internet yellow pages.* Old Tappan, NJ: Prentice Hall.

Raggett, Dave, Lam, Jenny, & Alexander, Ian. (1996). *HTML 3: Electronic publishing on the World Wide Web.* Harlow, England: Addison Wesley.

Roerden, Laura Parker. (1997). *Net lessons: Web-based projects for your classroom.* Sebastapol, CA: O'Reilly & Associates.

Ryder, Randall James, & Hughes, Tom. (1997). *Internet for educators.* (2nd Ed.). Old Tappan, NJ: Prentice Hall.

Stuber, Robert, & Bradley, Jeff. (1997). *Smart parents, safe kids: Everything you need to protect your family in the modern world.* New York: Andrews McMeel.

Williams, Bard. (1996). *The Internet for teachers.* Foster City, CA: IDG Books Worldwide.

Wolgemuth, Amy. (1996). *Learning online: An educator's easy guide to the Internet.* Palatine, IL: IRI/Skylight.

Chapter 2

Electronic Discussion Lists for Early Childhood Educators

Electronic discussion lists are commonly called "Listservs," after one of the popular types of software used to run such lists. Other lists use "Majordomo" or "Listprocessor" (Listproc) software. List members do not need to attend to the details of these different types of software, except that there are a few differences among these software types in typical administrative commands used with the list. Information on the use of electronic discussion lists was provided in Chapter 1 of this guide, in the section on "Internet Mail Lists."

This chapter explains some of the administrative commands that are commonly used on electronic discussion lists, noting differences among the three main types of list software. The chapter then continues with some suggestions for finding electronic discussion lists on the Internet. The bulk of the chapter consists of a series of pages that describe electronic discussion lists on various topics related to early childhood education.

Some Common Email Discussion List Commands

Each electronic mail discussion list has two electronic addresses associated with it: (1) a "list address," which is the address to use when you want to send a message to be read by all the list subscribers; and (2) an "administrative address," which is the address to use when you want to send commands or requests concerning your list subscription.

There are several types of email discussion lists, depending on the type of software on which the list is based. These instructions present some common commands for three types of lists: (1) LISTSERV; (2) MAJORDOMO; and (3) LISTPROC. Note that not all commands are available on all types of lists.

After you have subscribed to a mail list, you will get an email message back from the computer that operates the list. This message will notify you of your subscription, provide some information about the list to which you have subscribed, and describe some common commands to use on the list. *Save this message for future reference.*

For each of the commands listed below, send the command in an email message to the administrative address of the list. Leave the subject line of the message blank. In the body of the message, type the information as indicated. Do not include a signature with your email message.

1. Subscribing to a list

LISTSERV
```
subscribe LISTNAME YourFirstName YourLastName
```

MAJORDOMO
```
subscribe LISTNAME YourEmailAddress
```

LISTPROC
```
subscribe LISTNAME YourFirstName YourLastName
```

2. Leaving a list

LISTSERV
```
signoff LISTNAME
```

MAJORDOMO
```
unsubscribe LISTNAME YourEmailAddress
```

LISTPROC
```
unsubscribe LISTNAME
```

3. Setting mail options for digest format (that is, all the day's messages compiled into a single message)

LISTSERV
```
Set LISTNAME digest
```

LISTPROC
```
set LISTNAME mail digest
```

4. Setting mail options for individual messages (this is the default setting when you subscribe; you might use this command if you've set your option to digests and you decide you want individual messages instead)

LISTSERV
```
Set LISTNAME mail
```

LISTPROC
```
Set LISTNAME mail ack
```

5. Temporarily suspending mail from a list (e.g., when you go on vacation)

LISTSERV
```
Set LISTNAME nomail
```

LISTPROC
```
Set LISTNAME mail postpone
```

6. Resuming mail from a suspended list

Send the commands for individual messages or for digest messages that are explained above.

7. Obtaining a list of commands

LISTSERV
```
help
```
OR
```
info refcard
```

```
MAJORDOMO
  help
```

Finding Electronic Discussion Lists

Given the fact that participating in a list may be useful for an education professional, the question arises, "How do I find out about a list on a topic I'm interested in?" Luckily, there are several ways to find electronic discussion lists on the Internet. These ways are described in this section.

1. Send a command to a Listserv computer

One way to find out about education-related Listserv lists is to send a command to any Listserv computer requesting a global list of all Listserv lists. Actually, this method *used* to be effective when the number of Listserv lists was small. Now (November 1998) the number is so great that the size of the file containing the list is unmanageably large. However, it is still possible to send a command to get a list of Listserv lists with a keyword in the list name or list description. (Note that this technique will not provide any information on lists that use Majordomo or Listprocessor software.) Send a message to any Listserv computer in the format:

```
lists global /keyword
```

Note that you should not include a subject line or a signature with an administrative message to a Listserv computer. Note also that some Listserv computers do not keep global lists of Listserv lists. If you send this message to such a computer, it will send you back a message suggesting the address of another computer. For example, to get a list of all Listserv lists with "preschool" in their name or description, you would send an email message to the Listserv computer at the University of Kentucky:

listserv@lsv.uky.ed

In the body of the message, type the command:

```
lists global /preschool
```

As with other administrative requests to a Listserv computer, do not include a subject or a signature. You will receive a response identifying relevant Listserv lists (in September 1998, two lists):

Network-wide ID	Full address and list description
KIDS-PRESCHOOL	KIDS-PR@VM3090.EGE.EDU.TR Kids - PreSchool discussion list
REGGIO-L	REGGIO-L@POSTOFFICE.CSO.UIUC.EDU Reggio Emilia Preschool Discussion Group

Note that there are more lists than these two that have relevance for preschool education. These are just those lists that use the word "preschool" somewhere in their description.

2. Use a World Wide Web search engine

A better way to find a topical electronic discussion list is to use an Internet search engine, as described in the section in Chapter 1 on "Using WWW Search Engines." In this case, you might use "listserv" (or "majordomo") as one keyword, and your desired topic (perhaps "early childhood" or "reggio emilia") as another. Note that, as a result of such a search, you will get back a list of Web pages on which your search terms are used. You will not necessarily get immediately to a description of the desired list.

3. Use a search engine that searches lists

Perhaps the best way to find a topical electronic discussion list is to use a "list of lists" on the WWW. These Web sites have already compiled lists of lists, sometimes organized into categories (such as "education"), that you can browse or search. Examples of such Web sites are:

Liszt: The Mailing List Directory
http://www.liszt.com/

Note that, in the title of this site, "mailing list" means "electronic discussion list" such as a Listserv list. On this Web site, you can search through Liszt's main directory of mailing lists. As of this writing (September 1998) there are more than 90,000 entries in this directory. Entries include Listserv, Majordomo, and Listproc lists. To search for a list on a certain topic, simply type in appropriate search terms (e.g., "early childhood") in the search box and select the "go" (i.e., the search) button. You will then be presented with a list of those discussion lists that have those words in their description. You can then click on the name of a list to read more information about that list. The amount of information (e.g., list address, description) differs from list to list. Often, suggestions are made for getting more information. It is also possible to search for information on a list whose name you already know by typing that name (e.g., "ECENET-L") into the search box. A "help" feature is provided to assist users in constructing searches.

A second feature of the Liszt site is a browsable topical list of lists, divided into several categories, such as Culture, Education, and Health. Click on the category name to see a list of subcategories (e.g., under Education you will find subcategories of "Early Childhood," "Elementary," "K-12," "Technology," etc.). Click on the subcategory name to see a list of lists, with brief descriptions, in that subcategory. Note that this browsable list of lists is not nearly as large as the full searchable directory. The browsable list contains a certain number of "select" lists chosen by the Liszt site managers.

Tile.Net/Lists
http://tile.net/lists/

This Web site also allows users to search for lists by name or keyword. There are also browsable alphabetical lists of lists by name, subject (e.g., "Education"), description, host country, and sponsoring organization. The first three of these listings are similar to those on Liszt. With the last two types of listing, if you happen to know there's a list you want in France or at the University of Illinois at Urbana-Champaign, for example, you can focus your search more quickly.

Tile.Net contains only Listserv discussion lists (unlike Liszt). The information provided for each list is in an easy-to-read tabular format. Less information is provided on Tile.Net than on Liszt.

CataList, The Official Catalog of Listserv Lists
http://www.lsoft.com/lists/listref.html

This Web site allows users to search for public Listserv lists. The directory is based on the official global list of Listserv lists. As of September 1998, the site searches more than 20,000 public Listserv lists, out of a total of more than 120,000 Listserv lists. Users can search for a Listserv list by list name, list host name, or keywords in the list title or description, and they can limit their searches to those lists that have a Web archive available. Users can also browse through a list of Listserv lists by host site or host country, or they can browse through a list of lists that have more than 1,000 or more than 10,000 subscribers.

As a result of a search on CataList, users are typically given the list name, host name, number of subscribers, special features, and subscription instructions.

4. Post a message to a list

Another good way to find out about electronic discussion lists is to post a question to a list of which you are already a member. If you are a member of ECENET-L, for example, and you've gotten excited about the Reggio Emilia approach to preschool education, having just read the *Hundred Languages of Children*, you might post a question to the ECENET-L list asking if anyone knows of an electronic discussion list that deals with the Reggio Emilia approach. Undoubtedly, several other list members will respond to this question, suggesting that you join the REGGIO-L discussion list.

5. Use print resources and authoritative or professional sources

Suggestions on education-related lists can be found in many print publications that provide information about Internet resources and are offered by organizations that have some authority or expertise in the early childhood profession.

A publication by the Association of Research Libraries contains two substantial directories. The first is a directory of electronic journals and newsletters; the second is a directory of "scholarly and professional e-conferences," which includes electronic discussion lists in several categories, such as "Education and Library and Information Science." This is a very large reference work (well over 1,000 pages) which may not be suitable for personal purchase. However, many libraries have this work in their reference collection.

There is a Web version of the *Directory of Scholarly and Professional E-Conferences*, however, so that one need not rely on acquiring or finding the print publication. This Directory is compiled by Diane Kovacs. The URL for this directory is:

http://www.n2h2.com/KOVACS/

Users of this electronic directory can search for lists globally, by list name, or by keyword in list name or description. As a result of a search, users are provided with general information about lists that match their search terms.

One can also find information on electronic discussion lists related to various topics from authoritative sources, that is, organizations whose work deals with those topics. For example, ERIC/EECE gathers and disseminates information on early childhood education. The ERIC/EECE Web site contains a list of Listserv lists related to early childhood education that the clearinghouse sponsors. You can find this list in the "Listserv" or "Electronic Discussion Group" section of the ERIC/EECE Web site:

http://ericeece.org/

ERIC/EECE also publishes this *A to Z Guide*. The current chapter is dedicated to providing early childhood education professionals with a list of electronic discussion lists on topics of possible interest.

Another example of a list maintained by a source within the education profession is the "Educational Mailing Lists for Teachers" maintained by the San Francisco Unified School District on its Web site:

http://www.sfusd.k12.ca.us/index.html
http://www.sfusd.k12.ca.us/resources/listserv.html

As you can see, these specially compiled resources from authoritative or professional sources may be available in print or on the Internet. However, these days, one is most likely to find these lists on Web sites, where they are much easier to update than in print.

Description of Electronic Discussion Lists

The rest of this chapter consists of pages that provide information about individual electronic discussion lists related to early childhood education. The information typically includes: (1) the name of the list; (2) the list sponsor; (3) a description of the topic or purpose of the list; (4) the URL of any related Web site; (5) the type of software (e.g., Listserv) on which the list is based; (6) the location of a list archive; (7) email addresses for the list; (8) contact persons for the list; and (9) subscription instructions.

CAMPUSCARE-L

Name: CAMPUSCARE-L@postoffice.cso.uiuc.edu

Sponsor: ERIC Clearinghouse on Elementary and Early Childhood Education and National Coalition of Campus Children's Centers

Description: CAMPUSCARE-L is an unmoderated electronic discussion list devoted to topics related to the concerns of staff, faculty, and administrators in laboratory schools or children's centers on university or college campuses, in early childhood education departments, and in family-work programs; and of others interested in campus environments for children.

Related Web site: National Coalition for Campus Children's Centers
http://ericps.crc.uiuc.edu/n4c/n4chome.html

Type of Resource: Listserv mail list

Archive: http://ericir.syr.edu/Virtual/Listserv_Archives/campuscare-l.html

Address: Administrative Address: listserv@postoffice.cso.uiuc.edu
Discussion Address: CAMPUSCARE-L@postoffice.cso.uiuc.edu

Contact:

Dianne Rothenberg
Associate Director, ERIC/EECE
University of Illinois
Children's Research Center
51 Gerty Drive
Champaign, IL 61820
800-583-4135; 217-333-1386
217-333-3767 (Fax)
listadmn@ericps.crc.uiuc.edu

Jill Uhlenberg
Director, Child Development Center
University of Northern Iowa
19th and Campus Streets
Cedar Falls, IA 50613
319-273-6457
319-273-6457 (Fax)
uhlenberg@uni.edu

Subscription Directions:
--To subscribe, send an e-mail message to:
listserv@postoffice.cso.edu
--Ignore the "Subject" header of the e-mail.
--In the first line of the message area type:
subscribe CAMPUSCARE-L {your first name} {your last name}
--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

9/98

Notes:

CHILD WELFARE

Name: CHILDWELFARE@listservice.net

Sponsor: Child Welfare Resource Center

Description: CHILDWELFARE is a broadly focused list for people who are in any way involved in the child welfare community to gather and discuss any topic that interests them.

Related Web site: Child Welfare Resource Center
http://www.childwelfare.ca/

Type of Resource: Majordomo mail list

Address: Administrative Address: majordomo@listservice.net
Discussion Address: CHILDWELFARE@listservice.net

Contact: Rory Gleeson
rory@interlog.com

Subscription Directions: To subscribe:
1) send an e-mail message to:
majordomo@listservice.net
--Ignore the "Subject" header of the e-mail.
--In the first line of the message area, type:
subscribe childwelfare
--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

2) or go to the page on the Child Welfare Resource Center Web site:
http://www.interlog.com/~rory/#mailing/
and fill in your e-mail address in the online form.

9/98

Notes:

CREATIVE CURRICULUM

Name: CREATIVECURRICULUM@bookzone.com

Sponsor: Teaching Strategies, Inc.

Description: This list provides a forum for teachers, family child care providers, administrators, university professors, and others to discuss issues about planning and implementing programs using The Creative Curriculum for Early Childhood, The Creative Curriculum for Family Child Care, The Creative Curriculum for Infants & Toddlers, and other related Teaching Strategies resources. Teaching Strategies staff, authors, and trainers will participate in the list.

Type of Resource: Majordomo mail list

Address: Administrative Address: majordomo@bookzone.com
Discussion Address: CREATIVECURRICULUM@bookzone.com

Contact: Larry Bram
Teaching Strategies, Inc.
P.O. Box 42243
Washington, DC 20015
202-362-7543
larrytsi@aol.com

Subscription Directions: --To subscribe, send an e-mail message to:
majordomo@bookzone.com
--Ignore the "Subject" header of the e-mail.
--In the first line of the message area, type:
subscribe CreativeCurriculum
--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

9/98

Notes:

CSHCN-L (Children with Special Health Care Needs)

Name: CSHCN-L@lists.ufl.edu

Sponsor: Institute for Child Health Policy (University of Florida, Gainesville)

Description: The purpose of CSHCN-L is to establish an electronic network of individuals with shared interests, both professional and personal, in children with special health care needs. The CSHCN-L list provides the opportunity to exchange ideas, identify exemplary programs addressing the needs of the population of children with special health care needs and their families, and initiate a dialogue on the critical issues which need to be identified and articulated to inform debate.

Related Web site: Institute for Child Health Policy
http://www.ichp.ufl.edu/

Type of Resource: Listserv mail list

Address: Administrative Address: listserv@lists.ufl.edu
Discussion Address: CSHCN-L@lists.ufl.edu

Contact:

Deanna Dearholt
MCH-NetLink Project
5700 SW 34th Street, Suite 323
Gainesville, FL 32607-5367
352-392-5904
352-392-8822 (Fax)
drd@ichp.edu

Allison Rannie
Graduate Assistant
5700 SW 34th Street, Suite 323
Gainesville, FL 32607-5367
352-392-5904
352-392-8822 (Fax)
alr@ichp.edu

Subscription Directions:
--To subscribe, send an e-mail message to:
listserv@lists.ufl.edu
--Ignore the "Subject" header of the e-mail.
--In the first line of the message area type:
subscribe CSHCN-L {your first name} {your last name}
--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

9/98

Notes:

CYE-L (Children, Youth and Environments List)

Name: CYE-L@cunyvms1.gc.cuny.edu

Sponsor: Graduate Center of the City University of New York

Description: This is a multidisciplinary list open to professionals in the social sciences, environmental and design disciplines, early childhood education, child psychology and child development, and other related fields. We also welcome children and youth interested in the same issues. The goal of the list is to establish and increase communication among individuals who work with children and youth and the physical (designed and natural) environment. CYE-L was born as a result of discussions that took place at the 26th annual meeting of the Environmental Design Research Association (EDRA) in Boston, March 1994. It will operate as a part of the EDRA Children, Youth, and Environments Network, though other non-EDRA members are cordially welcome to join the list (and, if you later wish, to join the CYE Network and EDRA).

Related Web site: Environmental Design Research Association
http://www.telepath.com/edra/home.html

Type of Resource: Listserv mail list

Address: Administrative Address: LISTSERV@cunyvms1.gc.cuny.edu
Discussion Address: CYE-L@cunyvmsl.gc.cuny.edu

Contact: Gary Moore
Children's Environments Research and Design Group
Center for Architecture and Urban Planning Research
University of Wisconsin-Milwaukee
Milwaukee, WI 53201-0413
414-229-5940
414-229-6976 (Fax)
gtmoore@csd.uwm.edu

Sheridan Bartlett
University of Massachusetts, Amherst
sbartlett@educ.umass.edu

Selim Iltus
City University of New York
siltus@e-mail.gc.cuny.edu

Subscription Directions: To indicate your wish to subscribe to this list, please do either of the following:

1) If using a "Request" interface, send a message to:
   CYE-L-REQUEST@cunyvms1.gc.cuny.edu
   --Leave the subject line blank.
   --In the first line of the body of the message, type:
   SUBSCRIBE {your first name} {your last name}

2) If using a "Listserv" interface, send a message to:
   LISTSERV@cunyvms1.gc.cuny.edu
   --Leave the subject line blank.
   --In the first line of the body of the message, type:
   SUBSCRIBE CYE-L {your first name} {your last name}

   --DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

If unsure which interface your computer system uses, try #2 first.

This is a closed list, meaning that Selim Iltus will review subscription requests, and, more importantly, only those who are members of the list can post to the list, i.e., no unwanted solicitations. Once you are subscribed, and receive a confirmation message, you can post messages to the list by sending e-mail to:

CYE-L@cunyvms1.gc.cuny.edu

Further administrative requests regarding this list should be sent to:
Internet: CYE-L-request@cunyvms1.gc.cuny.edu

9/98

Notes:

ECENET-L (Early Childhood Education)

Name: ECENET-L@postoffice.cso.uiuc.edu

Sponsor: ERIC Clearinghouse on Elementary and Early Childhood Education

Description: ECENET-L is a discussion list for anybody interested in early childhood education. Operated by the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE) at the University of Illinois, ECENET-L is the place where parents, teachers, faculty, researchers, students, teachers, librarians, and others interested in early childhood education come together to share ideas, resources, problems, and solutions.

Related Web site: ERIC Clearinghouse on Elementary and Early Childhood Education
http://ericeece.org/

Type of Resource: Listserv mail list

Archive: http://ericir.syr.edu/Virtual/Listserv_Archives/ecenet-l.html

Address: Administrative Address: listserv@postoffice.cso.uiuc.edu
Discussion Address: ECENET-L@postoffice.cso.uiuc.edu

Contact: Dianne Rothenberg
Associate Director, ERIC/EECE
University of Illinois
Children's Research Center
51 Gerty Drive
Champaign, IL 61820-7469
800-583-4135; 217-333-1386
217-333-3767 (Fax)
listadmn@ericps.crc.uiuc.edu

Subscription Directions: --To subscribe, send an e-mail message to:
listserv@postoffice.cso.uiuc.edu
--Ignore the "subject" line.
--In the first line of the message area type:
subscribe ECENET-L {your first name} {your last name}
--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

9/98

Notes:

ECEOL-L (Early Childhood Educators Online)

Name: ECEOL-L@Maine.Maine.edu

Sponsor: University of Maine

Description: Goals of Early Childhood Education Online include the support of early childhood educators, parents, and the children they care for, through information exchange at a variety of levels. Topics of interest include practical issues and questions related to caring for young children and the sharing and exchanging of ideas.

Related Web site: Early Childhood Educators Online
http://www.ume.maine.edu/~cofed/eceol/welcome.shtml

Type of Resource: Listserv mail list

Archive: Available via Listserv; see instructions at:
http://www.ume.maine.edu/~cofed/eceol/listserv.html

Address: Administrative Address: listserv@maine.maine.edu
Discussion Address: ECEOL-L@maine.maine.edu

Contact: Bonnie Blagojevic
The Sharing Place
Talmar Wood, The Housing Foundation
Orono, Maine 04473
bonnieb@maine.maine.edu

Jim Chiavacci
jim_chiavacci@voyager.umeres.maine.edu

Subscription Directions: --To subscribe, send an e-mail message to:
listserv@maine.maine.edu
--Ignore the "Subject" header of the e-mail.
--In the first line of the message area type:
subscribe ECEOL-L {your first name} {your last name}
--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

9/98

Notes:

ECPOLICY-L (Early Childhood Policy)

Name: ECPOLICY-L@postoffice.cso.uiuc.edu

Sponsor: ERIC Clearinghouse on Elementary and Early Childhood Education

Description: ECPOLICY-L provides a forum for discussion of policy issues related to young children. Discussion centers on (1) providing information about the development, care, and education of young children for state, federal, and local policy makers; (2) raising the awareness of policy makers, educators, the media, and parents about the issues important to the future of young children; and (3) encouraging responsiveness of the early childhood community to public issues affecting children. Membership is open to anyone interested in the future of young children.

Type of Resource: Listserv mail list

Archive: http://ericir.syr.edu/Virtual/Listserv_Archives/ecpolicy.html

Address:
Administrative Address: listserv@postoffice.cso.uiuc.edu
Discussion Address: ECPOLICY-L@postoffice.cso.uiuc.edu

Contact:

Dianne Rothenberg
Associate Director, ERIC/EECE
University of Illinois
Children's Research Center
51 Gerty Drive
Champaign, IL 61820
800-583-4135; 217-333-1386
217-333-3767 (Fax)
listadmn@ericps.crc.uiuc.edu

Barbara Willer
NAEYC
1509 16th Street SE
Washington, DC 20036-1426
800-424-2460
AAUJ82@prodigy.com

Subscription Directions:
--To subscribe, send an e-mail message to:
listserv@postoffice.cso.uiuc.edu
--Ignore the "Subject" header of the e-mail.
--In the message body type:
subscribe ECPOLICY {your first name} {your last name}
--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

9/98

Notes:

ECPROFDEV-L (Early Childhood Professional Development)

Name: ECPROFDEV-L@postoffice.cso.uiuc.edu

Sponsor: ERIC Clearinghouse on Elementary and Early Childhood Education

Description: ECPROFDEV-L will foster communication among those who teach pre-service and in-service early childhood educators, train Head Start or other early childhood program staff, and consult or facilitate learning with early childhood professionals in any setting. Discussions focus on varying philosophies in approaching the education and training of diverse groups in early childhood education, as well as on the nitty-gritty of figuring out syllabi, designing learning activities, meeting the challenges of training in a variety of settings, and on new resources, assessment, etc.

Type of Resource: Listserv mail list

Archive: http://ericir.syr.edu/Virtual/Listserv_Archives/ecprofdev-l.html

Address:
Administrative Address: listserv@postoffice.cso.uiuc.edu
Discussion Address: ECPROFDEV-L@postoffice.cso.uiuc.edu

Contact:

Dianne Rothenberg
Associate Director, ERIC/EECE
University of Illinois
Children's Research Center
51 Gerty Drive
Champaign, IL 61820-7469
800-583-4135; 217-333-1386
217-333-3767 (Fax)
listadmn@ericps.crc.uiuc.edu

Linda Jagielo
Southwest State University
Marshall, MN
ljagielo@ssu.southwest.msus.edu

Subscription Directions:
--To subscribe, send an e-mail message to:
listserv@postoffice.cso.uiuc.edu
--Ignore the "subject" line.
--In the first line of the message area type:
subscribe ECPROFDEV-L {your first name} {your last name}
--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

9/98

Notes:

GRADE_ONE

Name: GRADE_ONE@cln.etc.bc.ca

Sponsor: Open Learning Agency (of British Columbia)

Description: The GRADE_ONE list has been developed to enable first-grade teachers to share ideas and information with colleagues around the world. It is hoped that this supportive network will be useful and informative to those who teach at this most important level.

Type of Resource: Majordomo mail list

Address: Administrative Address: majordomo@etc.bc.ca
Discussion Address: GRADE_ONE@cln.etc.bc.ca

Contact: Jean Roberts
#323-2562 Departure Bay Road
Nanaimo, BC, Canada V9S 5P1
250-758-2661
jeanroberts@bc.sympatico.ca

Subscription Directions: --To subscribe, send an e-mail message to:
majordomo@etc.bc.ca
--Ignore the "Subject" header of the e-mail.
--In the first line of the message area type:
subscribe GRADE_ONE {your e-mail address}
--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

9/98

Notes:

GTOT-L (Gifted)

Name: GTOT-L@eskimo.com

Description: GTOT-L is a mailing list for anyone interested in issues having to do with gifted children at very young ages (under 6 years of age, generally). While much research has been directed at gifted children and their needs from age 6 onwards, information about the very young seems more difficult to find. GTOT-L is open to anyone wishing to discuss these issues. It operates as a reflecting mailing list, that is, e-mail contributed to the list is "reflected" and sent as a private e-mail message to each subscriber individually.

Type of Resource: Smartlist mail list

Address:
Administrative Address: user@eskimo.com
Subscription Address: see instructions below
Discussion Address: GTOT-L@eskimo.com

Subscription Directions:

1) To subscribe to GTOT-L and receive individual message postings, send an e-mail message to:
gtot-l-request@eskimo.com
--Ignore the "Subject" header of the e-mail.
--In the first line of the message area type:
subscribe GTOT-L

2) To subscribe to GTOT-L and receive digests of message postings, send an e-mail message to:
gtot-digest-request@eskimo.com
--Ignore the "Subject" header of the e-mail.
--In the first line of the message area type:
subscribe GTOT-digest

--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

9/98

Notes:

KIDS-ELEMENTARY

Name: KIDS-ELEMENTARY@vm.ege.edu.tr

Sponsor: Ege University in Bornova, Izmir, Turkey

Description: KIDS-ELEMENTARY is a list about raising elementary school children: issues involved, problems, suggestions, and solutions. The list focuses on **AGES 5 - 9 YEARS.**

Type of Resource: Listserv mail list

Address: Administrative Address: listserv@vm.ege.edu.tr
Discussion Address: KIDS-ELEMENTARY@vm.ege.edu.tr

Contact: Turgut Kalfaoglu
Ege University in Bornova, Izmir, Turkey
turgut@vm.ege.edu.tr

Subscription Directions: --To subscribe, send an e-mail message to:
listserv@vm.ege.edu.tr
--Ignore the "Subject" header of the e-mail.
--In the first line of the message area type:
subscribe KIDS-ELEMENTARY {your first name} {your last name}
--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

9/98

Notes:

KIDS-INFANT

Name: KIDS-INFANT@vm.ege.edu.tr

Sponsor: Ege University in Bornova, Izmir, Turkey

Description: KIDS-INFANT is a list about raising infant children: issues involved, problems, suggestions, and solutions. The list focuses on **AGES 3 MONTHS TO 1 YEAR.**

Type of Resource: Listserv mail list

Address: Administrative Address: listserv@vm.ege.edu.tr
Discussion Address: KIDS-INFANT@vm.ege.edu.tr

Contact: Turgut Kalfaoglu
Ege University in Bornova, Izmir, Turkey
turgut@vm.ege.edu.tr
turgut@trearn.bitnet

Subscription Directions: --To subscribe, send an e-mail message to:
listserv@vm.ege.edu.tr
--Ignore the "Subject" header of the e-mail.
--In the first line of the message area type:
subscribe KIDS-INFANT {your first name} {your last name}
--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

9/98

Notes:

KIDS-NEWBORN

Name: KIDS-NEWBORN@vm.ege.edu.tr

Sponsor: Ege University in Bornova, Izmir, Turkey

Description: KIDS-NEWBORN is a list about raising newborn children: issues involved, problems, suggestions, and solutions. The list focuses on **AGES 0 - 3 MONTHS.**

Type of Resource: Listserv mail list

Address: Administrative Address: listserv@vm.ege.edu.tr
Discussion Address: KIDS-NEWBORN@vm.ege.edu.tr

Contact: Turgut Kalfaoglu
Ege University in Bornova, Izmir, Turkey
turgut@vm.ege.edu.tr
turgut@trearn.bitnet

Subscription Directions:
--To subscribe, send an e-mail message to:
listserv@vm.ege.edu.tr
--Ignore the "Subject" header of the e-mail.
--In the first line of the message area type:
subscribe KIDS-NEWBORN {your first name} {your last name}
--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

9/98

Notes:

KIDS-PRESCHOOL

Name: KIDS-PRESCHOOL@vm.ege.edu.tr

Sponsor: Ege University in Bornova, Izmir, Turkey

Description: KIDS-PRESCHOOL is a list about raising preschool children: issues involved, problems, suggestions, and solutions. The list focuses on **AGES 3 - 5 YEARS.**

Type of Resource: Listserv mail list

Address: Administrative Address: listserv@vm.ege.edu.tr
Discussion Address: KIDS-PRESCHOOL@vm.ege.edu.tr

Contact: Turgut Kalfaoglu
Ege University in Bornova, Izmir, Turkey
turgut@vm.ege.edu.tr
Pamela.Kalfaoglu@bbsturk.bbs.tr

Subscription Directions: --To subscribe, send an e-mail message to:
listserv@vm.ege.edu.tr
--Ignore the "Subject" header of the e-mail.
--In the first line of the message area type:
subscribe KIDS-PRESCHOOL {your first name} {your last name}
--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

9/98

Notes:

KIDS-TODDLER

Name: KIDS-TODDLER@vm.ege.edu.tr

Sponsor: Ege University in Bornova, Izmir, Turkey

Description: KIDS-TODDLER is a list about raising toddlers: issues involved, problems, suggestions, and solutions. The list focuses on **AGES 1 - 4 YEARS.**

Type of Resource: Listserv mail list

Address: Administrative Address: listserv@vm.ege.edu.tr
Discussion Address: KIDS-TODDLER@vm.ege.edu.tr

Contact: Turgut Kalfaoglu
Ege University in Bornova, Izmir, Turkey
turgut@vm.ege.edu.tr
Pamela.Kalfaoglu@bbsturk.bbs.tr

Subscription Directions: --To subscribe, send an e-mail message to:
listserv@vm.ege.edu.tr
--Ignore the "Subject" header of the e-mail.
--In the first line of the message area type:
subscribe KIDS-TODDLER {your first name} {your last name}
--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

9/98

Notes:

MATHMAGIC-K-3-OPEN

Name: MATHMAGIC INTERNET

Sponsor: Math Forum

Description: MATHMAGIC is a K-12 telecommunications project developed in El Paso, Texas, that provides a strong motivator for students to use computer technology while increasing problem-solving strategies and communications skills. MathMagic posts challenges in each of four grade categories to trigger each registered team to pair up with another team and engage in an exchange of problem-solving dialog. MATHMAGIC-K-3 posts challenges for grades K-3 (other lists address grades 4-6, 7-9, and 10-12). Lists are for unregistered and registered members. Unregistered individuals should subscribe to an “OPEN” list, e.g., MATHMAGIC-K-3-OPEN. After subscribing, a member will be sent a registration form to subscribe to the registered list, e.g., MATHMAGIC-K-3. There is a fee for registration. Unregistered members of the OPEN lists are able to read messages but not post messages. Registered members are allowed to post messages and participate in the math team projects.

Related Web site: MathMagic
http://forum.swarthmore.edu/mathmagic/

Type of Resource: Majordomo mail list

Address: Administrative Address: majordomo@forum.swarthmore.edu
Discussion Address: (for registered users only)

Contact: Alan A. Hodson
P.O. Box 27205
El Paso, TX 79926-7205
ahodson@cs.utep.edu OR alanh@forum.swarthmore.edu

Subscription Directions:
--To subscribe, send an e-mail message to:
majordomo@forum.swarthmore.edu
--Ignore the “Subject” header of the e-mail.
--In the first line of the message area type:
subscribe mathmagic-k-3-open
--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

9/98

Notes:

MULTIAGE Discussion List

Name: Multiage@services.dese.state.mo.us

Sponsor: Ridgeway Elementary School, Columbia, Missouri

Description: This discussion list is devoted to the interests of multiage schooling. The goal of this list is to create a knowledge base of multiage learning and teaching via electronic networking. This list aims to provide an avenue for persons interested in multiage learning to interface through the list. Possible topics of discussion include, but are not confined to: sharing curriculum ideas; discussing social interplay in development of students in multiage learning settings; providing and requesting pertinent research; and providing a forum for related questions and answers. The list was established as part of a grant received by the school.

Type of Resource: Listprocessor mail list

Address: Administrative Address: LISTPROC@services.dese.state.mo.us
Discussion Address: MULTIAGE@services.dese.state.mo.us

Contact: catchley@mail.coin.missouri.edu

Subscription Directions:
--To subscribe, send an e-mail message to:
LISTPROC@services.dese.state.mo.us
--Leave the "subject" line blank.
--In the first line of the message area type:
Subscribe {first-name} {last-name}
--This is an unmoderated list.
--Further administrative requests regarding this list should be sent to:
LISTPROC@services.dese.state.mo.us

9/98

Notes:

OUR-KIDS

Name: OUR-KIDS@maelstrom.stjohns.edu

Sponsor: St. John's University

Description: OUR-KIDS is a support group for parents, caregivers, and others who are working with children with physical or mental disabilities and delays. The list is intended for people representing children of varying diagnoses, from indefinite developmental delays and sensory integration problems to cerebral palsy and rare genetic disorders. On OUR-KIDS, members can discuss their children's accomplishments and defeats and can get some idea of how others address specific problems with feeding, learning, schools, medical resources, techniques, and equipment.

Related Web site: OUR-KIDS Web site
http://rdz.stjohns.edu/library/support/our-kids/ (frames)
http://rdz.stjohns.edu/library/support/our-kids/oknoframe.html (no frames)

Type of Resource: Listserv mail list

Archive: http://maelstrom.stjohns.edu/archives/our-kids.html

Address: Administrative Address: listserv@maelstrom.stjohns.edu
Discussion Address: OUR-KIDS@maelstrom.stjohns.edu

Contact: Randy Ryan, Our-Kids Administrator
randy@opid.littondsd.com

Subscription Directions: --To subscribe, send an e-mail message to:
listserv@maelstrom.stjohns.edu
--Ignore the "subject" line.
--In the first line of the message area type:
subscribe OUR-KIDS {your first name} {your last name}
--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

9/98

Notes:

PARENTING-L

Name: PARENTING-L@postoffice.cso.uiuc.edu

Sponsor: ERIC Clearinghouse on Elementary and Early Childhood Education

Description: PARENTING-L focuses on topics related to parenting children (including child development, education, and care) from birth through adolescence. Discussion ranges from family leave and parental rights issues, to parents as partners in their children's education, to the changes we see in our children as they leave high school and begin college or get their first job. Owned and managed by the ERIC Clearinghouse on Elementary and Early Childhood Education, PARENTING-L provides an important forum for discussion and sharing information.

Related Web site: National Parent Information Network
http://npin.org/

Type of Resource: Listserv mail list

Archive: http://ericir.syr.edu/Virtual/Listserv_Archives/parenting-l.html

Address: Administrative Address: listserv@postoffice.cso.uiuc.edu
Discussion Address: PARENTING-L@postoffice.cso.uiuc.edu

Contact: Anne Robertson, Coordinator, National Parent Information Network
ERIC/EECE, University of Illinois
Children's Research Center, 51 Gerty Drive
Champaign IL 61820-7469
800-583-4135; 217-333-1386
217-333-3767 (Fax)
arobrtsn@uiuc.edu

Subscription Directions:
--To subscribe, send an e-mail message to:
listserv@postoffice.cso.edu
--Ignore the "Subject" header of the e-mail.
--In the message body type:
subscribe PARENTING-L {your first name} {your last name}
--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

9/98

Notes:

PROJECTS-L

Name: PROJECTS-L@postoffice.cso.uiuc.edu

Sponsor: ERIC Clearinghouse on Elementary and Early Childhood Education

Description: PROJECTS-L is a discussion list for anybody interested in the use of the Project Approach. For the purposes of this discussion list, the Project Approach is defined as "an in-depth study of a topic undertaken by a class, a group, or an individual child." Typically, the Project Approach refers to children's collaborative studies of "real world" topics that offer opportunities for observation and measurement of actual phenomena.

Related Web site: Project Approach Home Page
http://www.ualberta.ca/~schard/projects.htm

Type of Resource: Listserv mail list

Archive: http://ericir.syr.edu/Virtual/Listserv_Archives/projects-l.html

Address: Administrative Address: listserv@postoffice.cso.uiuc.edu
Discussion Address: PROJECTS-L@postoffice.cso.uiuc.edu

Contact:

Dianne Rothenberg
Associate Director, ERIC/EECE
University of Illinois
Children's Research Center
51 Gerty Drive
Champaign, IL 61820
800-583-4135; 217-333-1386
217-333-3767 (Fax)
listadmn@ericps.crc.uiuc.edu

Sylvia Chard
Associate Professor
Department of Elementary Education
551 Education Building South
University of Alberta
Edmonton, Alberta T6G 2G5
403-492-0549
schard@gpu.srv.ualberta.ca

Subscription Directions:
--To subscribe, send an e-mail message to:
listserv@postoffice.cso.edu
--Ignore the "Subject" header of the e-mail.
--In the message body type:
subscribe PROJECTS-L {your first name} {your last name}
--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

9/98

Notes:

READRECOV

Name: READRECOV@gsn.org

Sponsor: Global School Network

Description: READRECOV is intended for Reading Recovery teachers, teacher leaders, trainers of teacher leaders, and all others interested in issues related to Reading Recovery. The objectives of READRECOV are to assist in the continuing contact of Reading Recovery teachers, provide a forum for questions and answers about specific parts of the Reading Recovery program, and provide a forum for discussion of the educational philosophy of Reading Recovery.

Type of Resource: Majordomo mail list

Address:
Administrative Address: majordomo@gsn.org
Discussion Address: READRECOV@gsn.org

Contact:
Mary Packwood
Cedar Park Elementary School
Apple Valley, MN

Subscription Directions:
--To subscribe, send an e-mail message to:
majordomo@gsn.org
--Ignore the "subject" line.
--In the first line of the message area type:
subscribe READRECOV
--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

9/98

Notes:

REGGIO-L

Name: REGGIO-L@postoffice.cso.uiuc.edu

Sponsor: ERIC Clearinghouse on Elementary and Early Childhood Education and the Merrill-Palmer Institute at Wayne State University

Description: REGGIO-L is the place where early childhood educators, researchers, students, parents, and others who have an ongoing interest in the Reggio Emilia approach to early childhood education can discuss the educational philosophy behind the Reggio Emilia program, teaching approaches and essential elements of the program, its adaptation in the United States, and other related topics.

Related Web site: ERIC/EECE Reggio Emilia section
http://ericeece.org/reggio.html

Type of Resource: Listserv mail list

Archive: http://ericir.syr.edu/Virtual/Listserv_Archives/reggio-l.html

Address: Administrative Address: listserv@postoffice.cso.uiuc.edu
Discussion Address: REGGIO-L@postoffice.cso.uiuc.edu

Contact: Bernard Cesarone
ERIC/EECE, University of Illinois
Children's Research Center
51 Gerty Drive
Champaign, IL 61820-7469
800-583-4135; 217-333-1386
217-333-3767 (Fax)
cesarone@uiuc.edu

Subscription Directions:
--To subscribe, send an e-mail message to:
listserv@postoffice.cso.uiuc.edu
--Leave the "subject" line blank.
--In the first line of the message area type:
subscribe REGGIO-L {your first name} {your last name}
--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

9/98

Notes:

SAC-L (School Age Care)

Name: SAC-L@postoffice.cso.uiuc.edu

Sponsor: ERIC Clearinghouse on Elementary and Early Childhood Education and the School-Age Child Care Project (SACC Project) at the Center for Research on Women at Wellesley College

Description: SAC-L is a discussion list for anybody interested in school-age care planning, resources, activities, funding, staff and staff development, and related subjects.

Related Web site:
National Institute on Out-of-School Time
(formerly the School-Age Child Care Project)
http://www.wellesley.edu/WCW/CRW/SAC/

Type of Resource: Listserv mail list

Archive: http://ericir.syr.edu/Virtual/Listserv_Archives/sac-list.html

Address:
Administrative Address: listserv@postoffice.cso.uiuc.edu
Discussion Address: SAC-L@postoffice.cso.uiuc.edu

Contact:

Dianne Rothenberg
Associate Director, ERIC/EECE
University of Illinois
Children's Research Center
51 Gerty Drive
Champaign, IL 61820-7469
800-583-4135; 217-333-1386
217-333-3767 (Fax)
listadmn@ericps.crc.uiuc.edu

Lillian Coltin
School Age Child Care Project
Center for Research on Women
Wellesley College
lcoltin@wellesley.edu

Subscription Directions:
--To subscribe, send an e-mail message to:
listserv@postoffice.cso.uiuc.edu
--Ignore the "Subject" header of the e-mail.
--In the first line of the message area type:
subscribe SAC-L {your first name} {your last name}
--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

9/98

Notes:

SNE-EATALK-L (Special Needs Education, Educational Assistants)

Name: SNE-EATALK-L@schoolnet.ca

Sponsor: Special Needs Education Network, sponsored by the Schoolnet Project

Description: SNE-EATALK-L is an open, unmoderated list which provides a forum for educational assistants and teacher assistants to discuss topics of general interest in special needs education. Educational assistants from all areas of education are welcome. Children with "special needs" are defined as those who require a level of specialized services in one or more of the spheres of learning (affective/cognitive/psycho-motor). Affiliated with the Special Needs Education Network (SNE) and several other discussion lists sponsored by the SNE Network, this list is a friendly, informal atmosphere—a place to learn, ask questions, and help others in need. The primary goal of SNE-EATALK-L is to facilitate the improvement of special needs education through healthy conversations.

Related Web site: Special Needs Education Network
http://www.schoolnet.ca/sne/ AND http://www.schoolnet.ca/sne/lists.html

Type of Resource: Listprocessor mail list

Address: Administrative Address: listproc@schoolnet.ca
Discussion Address: SNE-EATALK-L@schoolnet.ca

Contact: Keenan Wellar, Project Manager
Special Needs Education Network
kwellar@schoolnet.ca

Subscription Directions: --To subscribe, send an e-mail message to:
listproc@schoolnet.ca
--Ignore the "Subject" header of the e-mail.
--In the first line of the message area type:
subscribe SNE-EATALK-L {your first name} {your last name}

9/98

Notes:

63

SNE-NEWTEACHER-L (Special Needs Education)

Name: SNE-NEWTEACHER-L@schoolnet.ca

Sponsor: Special Needs Education Network, sponsored by the Schoolnet Project

Description: SNE-NEWTEACHER-L is an open, unmoderated list which provides a forum for teachers to discuss topics of general interest to new teachers. Educators of all types are welcome: those are that are new and want assistance, and those who are experienced and want to help new teachers. Children with "special needs" are defined as those who require a level of specialized services in one or more of the spheres of learning (affective/cognitive/psycho-motor). Affiliated with the Special Needs Education Network (SNE) and several other discussion lists sponsored by the SNE Network, this list is a friendly, informal atmosphere—a place to learn, ask questions, and help others in need. The primary goal of SNE-NEWTEACHER-L is to facilitate the improvement of special needs education through healthy conversations.

Related Web site: Special Needs Education Network
http://www.schoolnet.ca/sne/ AND http://www.schoolnet.ca/sne/lists.html

Type of Resource: Listprocessor mail list

Address: Administrative Address: listproc@schoolnet.ca
Discussion Address: SNE-NEWTEACHER-L@schoolnet.ca

Contact: Keenan Wellar, Project Manager
Special Needs Education Network
kwellar@schoolnet.ca

Subscription Directions: --To subscribe, send an e-mail message to:
listproc@schoolnet.ca
--Ignore the "Subject" header of the e-mail.
--In the first line of the message area type:
subscribe SNE-NEWTEACHER-L {your first name} {your last name}

9/98

Notes:

SNEPARENTALK-L (Special Needs Education, Parents)

Name: SNEPARENTALK-L@schoolnet.ca

Sponsor: Special Needs Education Network, sponsored by the Schoolnet Project

Description: SNEPARENTALK-L provides a forum for discussion of children with "special needs," defined as those who require a level of specialized services in one or more of the spheres of learning (affective/cognitive/psycho-motor). Affiliated with the Special Needs Education (SNE) Network and several other discussion lists sponsored by the SNE Network, this list specifically addresses parents' concerns and needs regarding their children's special needs. Parents should find this list to be a friendly, informal atmosphere—a place to learn, ask questions, and help others in need. The primary goal of SNEPARENTALK-L is to educate parents about special needs education through healthy conversations.

Related Web site: Special Needs Education Network
http://www.schoolnet.ca/sne/ AND http://www.schoolnet.ca/sne/lists.html

Type of Resource: Listprocessor mail list

Address: Administrative Address: listproc@schoolnet.ca
Discussion Address: SNEPARENTALK-L@schoolnet.ca

Contact: Keenan Wellar, Project Manager
Special Needs Education Network
kwellar@schoolnet.ca

Subscription Directions: --To subscribe, send an e-mail message to:
listproc@schoolnet.ca
--Ignore the "Subject" header of the e-mail.
--In the first line of the message area type:
subscribe SNEPARENTALK-L {your first name} {your last name}

9/98

Notes:

SNETALK-L (Special Needs Education)

Name: SNETALK-L@schoolnet.ca

Sponsor: Special Needs Education Network, sponsored by the Schoolnet Project

Description: SNETALK-L is a moderated list. The list is not intended for general discussion but for the posting of announcements related to special needs education that may be of interest to subscribers of each of the other SNE discussion lists.

Related Web site: Special Needs Education Network
http://www.schoolnet.ca/sne/ AND http://www.schoolnet.ca/sne/lists.html

Type of Resource: Listprocessor mail list

Address: Administrative Address: listproc@schoolnet.ca
Discussion Address: SNETALK-L@schoolnet.ca

Contact: Keenan Wellar, Project Manager
Special Needs Education Network
kwellar@schoolnet.ca

Subscription Directions: --To subscribe, send an e-mail message to:
listproc@schoolnet.ca
--Ignore the "Subject" header of the e-mail.
--In the first line of the message area type:
subscribe SNETALK-L {your first name} {your last name}

9/98

Notes:

SNETEACHTALK-L (Special Needs Education)

Name: SNETEACHTALK-L@schoolnet.ca

Sponsor: Special Needs Education Network, sponsored by the Schoolnet Project

Description: SNE-TEACHTALK-L is an open, unmoderated list which provides a forum for teachers to discuss topics of general interest in special needs education. Educators of all types are welcome. Children with "special needs" are defined as those who require a level of specialized services in one or more of the spheres of learning (affective/cognitive/psycho-motor). Affiliated with the Special Needs Education Network (SNE) and several other discussion lists sponsored by the SNE Network, this list is a friendly, informal atmosphere—a place to learn, ask questions, and help others in need. The primary goal of SNETEACHTALK-L is to facilitate the improvement of special needs education through healthy conversations.

Related Web site: Special Needs Education Network
http://www.schoolnet.ca/sne/ AND http://www.schoolnet.ca/sne/lists.html

Type of Resource: Listprocessor mail list

Address: Administrative Address: listproc@schoolnet.ca
Discussion Address: SNETEACHTALK-L@schoolnet.ca

Contact: Keenan Wellar, Project Manager
Special Needs Education Network
kwellar@schoolnet.ca

Subscription Directions: --To subscribe, send an e-mail message to:
listproc@schoolnet.ca
--Ignore the "Subject" header of the e-mail.
--In the first line of the message area type:
subscribe SNETEACHTALK-L {your first name} {your last name}

9/98

Notes:

WYCOOL-L

Name: WYCOOL-L@uconnvm.uconn.edu

Sponsor: A.J. Pappanikou Center Technology Lab at the University of Connecticut and the Chatbook Trust of the United Kingdom

Description: Way Cool Software Reviews is intended to give students and others a chance to review software they use at home or at school they feel is "way cool" and to see their reviews published on the listserv and the World Wide Web. It also provides a site for teachers, students, parents, and others to learn about software others feel is educationally sound. Contributions to this list have been made by 3-year-old youngsters and experienced teachers. A special focus of the listserv is software which is useful for individuals with disabilities, although reviews from all areas of interest are welcome.

Related Web site: Way Cool Software Reviews Project
http://www.ucc.uconn.edu/~wwwpcse/wcool.html

Type of Resource: Listserv mail list

Address: Administrative Address: listserv@uconnvm.uconn.edu
Discussion Address: WYCOOL-L@uconnvm.uconn.edu

Contact: Chauncy N. Rucker, Ph.D., Director, A.J. Pappanikou Center Technology Lab
The University of Connecticut
249 Glenbrook Road, U-64
Storrs, CT 06269-2064
860-423-7880
860-486-5037 (Fax)
Rucker@uconnvm.uconn.edu

Subscription Directions: --To subscribe, send an e-mail message to:
listserv@uconnvm.uconn.edu
--Ignore the "Subject" header of the e-mail.
--In the message body type:
subscribe WYCOOL-L {your first name} {your last name}
--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

9/98

Notes:

Chapter 3

Internet Sites for Early Childhood Educators

ACCESS ERIC

Name: ACCESS ERIC

Sponsor: Aspen Systems, Inc.

Description: ACCESS ERIC is a component of the ERIC system. The site contains the ERIC online publications catalog, links to other ERIC sites that allow you to search the ERIC database, and frequently asked questions about ERIC. This site also contains the complete text of many systemwide ERIC publications, such as ERIC Digests, *A Pocket Guide to ERIC*, dozens of parent brochures, and recent issues of *The ERIC Review*.

Type of Sponsor: Government

Address: http://www.aspensys.com/eric/

Contact: acceric@inet.ed.gov

Postal Address:
ACCESS ERIC
2277 Research Boulevard, 7A
Rockville, MD 20850
800-538-3742 (800-LET-ERIC)
301-519-5789
301-519-6760 (Fax)

5/98

Notes:

THE ACTIVITY CUPBOARD

Name: The Activity Cupboard

Sponsor: Sherri Osborn

Description: This site was created from ideas shared on a daycare listserv. The activities are broken down into several categories, covering crafts, holidays, seasons, science, music, and many others. Age guidelines are not given because of the variation in children's abilities at different ages, but most activities are intended for young children.

Type of Sponsor: Individual

Address: http://www.geocities.com/Heartland/7997/sherri2a.htm

Contact: Sherri Osborn (c-n-s.ozzy@WorldNet.att.net)

6/98

Notes:

ALLIANCE FOR PARENTAL INVOLVEMENT

Name: Alliance for Parental Involvement (ALLPIE)

Sponsor: Alliance for Parental Involvement in Education, Inc.

Description: ALLPIE is a nonprofit organization that assists and encourages parental involvement in all types of schooling including public, private, and at-home. The site includes membership information, a conference calendar, a sample of the ALLPIE newsletter, and information on how to access their resource lending library on parenting, parent involvement, and home schooling.

Type of Sponsor: Nonprofit organization

Address: http://www.croton.com/allpie/

Contact: allpie@taconic.net

Postal Address:
ALLPIE
P.O. Box 59
East Chatham, NY 12060-0059
518-392-6900

4/98

Notes:

AMERICAN ACADEMY OF PEDIATRIC DENTISTRY

Name: American Academy of Pediatric Dentistry (AAPD): Parent Information

Sponsor: American Academy of Pediatric Dentistry

Description: The AAPD Parent Information Page provides 24 full-text brochures designed to address questions parents commonly ask. The brochures are designed to assist communication between the dental team and the parent. In addition, the AAPD provides the following services to parents: (1) finding a dentist near you; and (2) links to related sites.

Type of Sponsor: Nonprofit organization

Address: http://aapd.org/Consum.html

Contact: aapdweb@aapd.org

Postal Address:
American Academy of Pediatric Dentistry
211 E. Chicago Avenue, Suite 700
Chicago, IL 60611-2616

5/98

Notes:

AMERICAN ACADEMY OF PEDIATRICS

Name: American Academy of Pediatrics (AAP)

Sponsor: American Academy of Pediatrics

Description: One section of this site, "You and Your Family," is of particular interest. Features of this section include a Pediatric Referral Service; an update on positioning (while sleeping) and SIDS; full-text brochures and resources on many topics; AAP position statements on a variety of subjects (e.g., AIDS, discipline, vitamins, etc.); and a set of up-to-date immunization schedules.

Type of Sponsor: Nonprofit organization

Address: http://www.aap.org/

Contact: WEBEDITOR@aap.org

Postal Address:
American Academy of Pediatrics
141 Northwest Point Boulevard
Elk Grove Village, IL 60007-1098
847-228-5005
847-228-5097 (Fax)

5/98

Notes:

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

Name: AASA Online

Sponsor: American Association of School Administrators (AASA)

Description: AASA, founded in 1865, is the professional organization for over 16,500 educational leaders across North America and in many other countries. The four major focus areas for AASA are: improving the condition of children and youth, preparing schools and school systems for the 21st century, connecting schools and communities, and enhancing the quality and effectiveness of school leaders. This site provides information about AASA and its programs; full-text versions of many of its publications; full-text articles on timely issues; and conference, job market, and legislative information.

Type of Sponsor: Nonprofit organization

Address: http://www.aasa.org/

Contact: webmaster@aasa.org

Postal Address: American Association of School Administrators
1801 N. Moore Street
Arlington, VA 22209
703-528-0700
703-841-1543 (Fax)

6/98

Notes:

AMERICAN LIBRARY ASSOCIATION

Name: American Library Association (ALA): Resources for Parents and Kids

Sponsor: American Library Association

Description: The ALA is committed to protecting public access to information in all forms and to ensuring that library users in the 21st century enjoy the same free and open access to information that users have today. This site features information on the Internet and interesting Web sites for children and teens; lists of books for children and teens, including Newberry and Caldecott award-winning books; information about *Book Links: Connecting Books, Libraries, and Classrooms*, a magazine designed for teachers, librarians, library media specialists, booksellers, parents, and all other adults interested in connecting children with high-quality books; and an online version of *Booklist*, a book review magazine.

Type of Sponsor: Nonprofit organization

Address: http://www.ala.org/parents/index.html

Contact: Webmaster (rcarlson@ala.org)

Postal Address:
American Library Association
50 E. Huron
Chicago, IL 60611
800-545-2433
312-944-7298 (TDD)

5/98

Notes:

AMERICAN MONTESSORI SOCIETY

Name: American Montessori Society (AMS)

Sponsor: American Montessori Society

Description: A starting point for learning about the Montessori education approach, this site contains explanatory online articles, bibliographies, research studies, a list of public Montessori schools, and AMS position papers on a variety of education topics.

Type of Sponsor: Nonprofit organization

Address: http://www.amshq.org/

Contact: AMSPaul@aol.com
AMSMichael@aol.com

Postal Address: American Montessori Society
281 Park Avenue South, 6th Floor
New York, NY 10010-6102
212-358-1250
212-358-1256 (Fax)

6/98

Notes:

AMERICAN PSYCHOLOGICAL ASSOCIATION

Name: American Psychological Association (APA)

Sponsor: American Psychological Association

Description: The APA is the world's largest organization of psychologists. The site provides information about the organization, information for members and students, and a description of each APA division, including the "Child, Youth, and Family Services," "Family Psychology," and "Developmental Psychology" divisions. The site also provides access to the APA Help Center; information from the Education, Practice, Public Interest, and Science Directorates; and information about APA publications, including an online version of the *APA Monitor*.

Type of Sponsor: Nonprofit organization

Address: http://www.apa.org/

Contact: webmaster@apa.org

Postal Address: American Psychological Association
750 First Street NE
Washington, DC 20002-4242
202-336-5500

4/98

Notes:

AMERICAN SCHOOL DIRECTORY

Name: American School Directory

Sponsor: Computers for Education; IBM; Vanderbilt University; Innisbrook Wraps; National Association of Secondary School Principals

Description: The American School Directory is the Internet home for all K-12 schools, providing information and communication for teachers, students, parents, local communities, and families planning a move. Each school's Web page provides: (1) information about the school; (2) school news; (3) calendars; (4) sports schedules; (5) menus; (6) clubs and organizations; and (7) contact information and maps. In addition, this site also features the "Education Connection," which contains a variety of resources, including: (1) a large index of educational Web sites; (2) links to all state Departments of Education and professional associations; and (3) "The Learning Cooperative," with resources such as student activity units and teaching tools.

Type of Resource: Commercial, University, Nonprofit organization

Address: http://www.asd.com/

5/98

Notes:

ANIMAL TRACKS®

Name: Animal Tracks®

Sponsor: National Wildlife Federation

Description: Animal Tracks is a classroom education program of the National Wildlife Federation. Animal Tracks resources include "Action Packs" on such topics as water and habitat; an Internet discussion group; and descriptions of outdoor activities. Other features of the site include "The Current Events Hotline," "The Earth Tomorrow® Program," and "Animal Tracks On-line"—classroom activities on air, habitat, wildlife and endangered species, people and the environment, and water. This site also contains information on teacher workshops.

Type of Sponsor: Nonprofit organization

Address: http://www.nwf.org/nwf/atracks/

Postal Address:
National Wildlife Federation
8925 Leesburg Pike
Vienna, VA 22184
800-822-9919
703-790-4000

5/98

Notes:

ANNIE E. CASEY FOUNDATION

Name: Annie E. Casey (AEC) Foundation

Sponsor: Annie E. Casey Foundation

Description: The Annie E. Casey Foundation is a private, charitable organization dedicated to helping build better futures for disadvantaged children in the United States. Its primary mission is to foster public policies, human service reforms, and community supports that more effectively meet the needs of today's vulnerable children and families. The site includes information on *Kids Count,* the national and state-by-state effort to track the educational, economic, social, and physical well-being of children in the United States. The full text of the 1998 *Kids Count* report is provided, as are summaries of the 1995, 1996, and 1997 reports; contact information on states' *Kids Count* efforts is also provided. Other full-text publications, descriptions of AEC initiatives, and news from AEC are also provided.

Type of Sponsor: Nonprofit organization

Address: http://www.aecf.org/

Contact: webmail@aecf.org

Postal Address:
The Annie E. Casey Foundation
701 St. Paul Street
Baltimore, MD 21202
410-547-6600
410-547-6624 (Fax)

5/98

Notes:

ARTS ED NET

Name: ArtsEdNet

Sponsor: Getty Education Institute for the Arts

Description: ArtsEdNet is an online service that facilitates the exchange of ideas and information on K-12 arts education. The site contains lesson plans and other curricular resources, a library of discipline-based art education resources, full-text articles on current issues in art education, a publications catalog, and opportunities to participate in online discussion and professional development.

Type of Sponsor: Nonprofit organization

Address: http://www.artsednet.getty.edu/

Contact: artsednet@getty.edu

Postal Address:
Arts Education Net
1200 Getty Center Drive, Suite 600
Los Angeles, CA 90049-1683
310-440-7315
310-440-7704 (Fax)

4/98

Notes:

ASKERIC

Name: AskERIC

Sponsor: ERIC Clearinghouse on Information and Technology, Syracuse University; U.S. Department of Education, Office of Educational Research and Improvement

Description: AskERIC is an Internet-based education information service located at the ERIC Clearinghouse on Information and Technology at Syracuse University. The AskERIC site is composed of three components: the AskERIC Virtual Library, AskERIC Research & Development, and AskERIC Question & Answer Service. The Virtual Library contains lesson plans for pre-K through grade 12; AskERIC "collections," including InfoGuides to Internet and other resources on a wide range of topics (child abuse, children's literature, home schooling, and many others); ERIC Digests; listserv archives; and bibliographies. The Research & Development section describes projects undertaken by the Clearinghouse. The AskERIC Internet-based question-answering service currently responds within 2 working days to approximately 900 questions per week. Questions from AskERIC are routed to the ERIC Clearinghouse best suited to respond to the request. Questions can be sent to askeric@askeric.org for an individualized response. The site also contains an interface for searching the ERIC database on the Web.

Type of Sponsor: University, Government

Address: http://ericir.syr.edu/

Contact: eric@ericir.syr.edu

Postal Address:
ERIC Clearinghouse on Information and Technology
Syracuse University
4-194 Center for Science and Technology
Syracuse, NY 13244-4100
315-443-3640
800-464-9107
315-443-5448 (Fax)

5/98

Notes:

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL

Name: Association for Childhood Education International (ACEI)

Sponsor: Association for Childhood Education International

Description: ACEI, the oldest organization of its kind in North America, focuses on children from infancy through early adolescence with a dual commitment to the fulfillment of every child's potential and to the professional development of teachers. ACEI's activities include journals (*Childhood Education* and *Journal of Research in Childhood Education*), newsletters, publications, brochures for parents, and position papers (descriptions of all of these resources and ordering information are provided on this site), along with an annual international conference and exhibition and regional workshops. This Web page provides information on all aspects of the Association.

Type of Sponsor: Nonprofit organization

Address: http://www.udel.edu/bateman/acei/

Contact: Marilyn Gardner (aceihq@aol.com)

6/98

Notes:

AT-HOME DAD

Name: At-Home Dad Newsletter

Sponsor: ParentsPlace.com

Description: *At-Home Dad* is a quarterly newsletter developed by an at-home father to provide connections and resources for the 2 million fathers who stay at home with their children. The newsletter usually consists of six parts, including a feature story, a spotlight on a dad, a home business, activities to do with kids, a list of resources for at-home dads, and a network that puts at-home dads in touch with each other. This site describes the newsletter and offers several sample articles.

Type of Sponsor: Commercial

Address: http://www.parentsplace.com/readroom/athomedad/index.html

Contact: Peter Baylies (athomedad@aol.com)

Postal Address:
At-Home Dad
61 Brightwood Avenue
North Andover, MA 01845-1702

4/98

Notes:

AWESOME LIBRARY

Name: Awesome Library

Sponsor: Evaluation and Development Institute

Description: This site organizes exploration of the Word Wide Web by offering access to 12,000 carefully reviewed educational resources, based on whether you identify yourself as a teacher, parent, student, community member, or librarian. The site includes a directory, an index, and a search engine. Sites are also organized by subject area, school functions, and type of resource.

Type of Sponsor: Nonprofit organization

Address: http://www.neat-schoolhouse.org/awesome.html

Contact: Dr. R. Jerry Adams (adamsjr@mindspring.com)

6/98

Notes:

BABYHOOD

Name:	Babyhood
Sponsor:	Babyhood; Alki Software Corporation
Description:	This site is dedicated to providing information about babies (birth to approximately 24 months). Resources (online articles, Web sites) are available on the following topics: (1) child care; (2) health and safety; (3) parenting; (4) products/services; (5) reading aloud; (6) recreation; and (7) miscellaneous.
Type of Sponsor:	Commercial
Address:	http://www.babyhood.com/
Contact:	editor@alki.com

6/98

Notes:

BEACH CENTER ON FAMILIES AND DISABILITY

Name: Beach Center on Families and Disability

Sponsor: University of Kansas

Description: This Web site offers information for families and others working with individuals with disabilities. The site includes these sections: "News to Use" (some resources are full-text), "Research Briefs" (full-text), "Beach Center Newsletters" (full-text), "Products" (a listing), "Disability and Family Studies" (description of an educational program), "Positive Behavioral Support" (information on this field), "Support Organizations," and "Relevant Links." There is information on ordering publications at low cost.

Type of Sponsor: University

Address: http://www.lsi.ukans.edu/beach/beachhp.htm

Contact: beach@dole.lsi.ukans.edu

Postal Address:
Beach Center on Families and Disability
3111 Haworth Hall
University of Kansas
Lawrence, KS 66045

5/98

Notes:

BEHAVIORAL–DEVELOPMENTAL INITIATIVES

Name:	Behavioral–Developmental Initiatives
Sponsor:	Behavioral–Developmental Initiatives
Description:	Behavioral–Developmental Initiatives deals with concerns about children's behaviors, particularly in infants and children. This site contains information about resources for parents and professionals on understanding and applying knowledge about temperamental characteristics. There are three main areas of focus: (1) the importance of behavioral individuality; (2) the application of information about temperament by parents and professionals; and (3) the avoidance of unnecessary labels.
Type of Sponsor:	Commercial
Address:	http://www.primenet.com/~bdi/
Contact:	bdi@primenet.com
Postal Address:	Behavioral–Developmental Initiatives 13802 N. Scottsdale Road, Suite 104 Scottsdale, AZ 85254 800-405-2313 602-494-2688 (Fax)

6/98

Notes:

BIG SKY TELEGRAPH

Name: Big Sky Telegraph

Sponsor: US West Foundation of Montana; M. J. Murdoc Charitable Trust

Description: Big Sky Telegraph is a collaborative effort supporting lifelong learning and school/community networking. The Web site includes the following sections: "Self-Directed Learning Resources," "K-12 Resources and Training," "BST Mission and Montana," "Community Networking," "Web Development," and "Family and Fun Learning." The K-12 resources section includes online K-12 project registries, multicultural project sites, and lesson plan archives. The site also contains sections on "Migrant Educational Resources" (in English and Spanish) and "Native American Educational Resources."

Type of Sponsor: Nonprofit organization

Address: http://macsky.bigsky.dillon.mt.us/

Contact: Frank Odasz (franko@bigsky.dillon.mt.us) or
web@bigsky.dillon.mt.us

5/98

Notes:

BOARDING SCHOOLS ONLINE

Name: (Boarding) Schools Online

Sponsor: The Association of Boarding Schools (TABS)

Description: This site provides school and contact information on 289 boarding schools in the United States, Canada, and overseas. Also listed are independent day and boarding schools from around the country and the world. The School Search Engine helps users find schools and links them to schools' home pages.

Type of Sponsor: Nonprofit organization

Address: http://www.schools.com/index.html

Contact: Peter Pelham (ppelham@nais-schools.org)

6/98

Notes:

BUSY TEACHERS' WEBSITE K-12

Name: Busy Teachers' WebSite K-12

Sponsor: Carolyn Cole

Description: The site was designed to provide teachers with potential materials, activities, and lesson plans through an organized list of links to other Web sites. Organized into subject areas, such as art, biology, and recess, the site includes brief descriptions, in addition to links to other Web sites, to help the teacher determine if a site is of interest.

Type of Sponsor: Individual

Address: http://www.ceismc.gatech.edu/BusyT/

Contact: Carolyn Cole (carolyn.cole@ceismc.gatech.edu)

5/98

Notes:

CANADA'S SCHOOLNET

Name: Canada's SchoolNet

Sponsor: Canada's SchoolNet

Description: Canada's SchoolNet is an educational initiative supported by a variety of organizations across Canada. SchoolNet helps facilitate excellence in learning through electronic networking across Canada. SchoolNet and its many partners have collaborated to produce a wide range of popular and respected educational services for K-12 educators, as well as for those involved in post-secondary education. Links to online resources are available in the following categories: arts, business, humanities, information centre, outdoors, math and sciences, and projects.

Type of Sponsor: Nonprofit organization

Address: http://www.schoolnet.ca/

Contact: schoolnet-admin@schoolnet.ca
800-268-6608

5/98

Notes:

CANADIAN COUNCIL ON SOCIAL DEVELOPMENT

Name: Canadian Council on Social Development

Sponsor: Canadian Council on Social Development

Description: The Canadian Council on Social Development is an independent, national, nonprofit organization embracing all aspects of social policy and development. The Council pursues a commitment to social progress through research and analysis, consultation, public education, policy development, and advocacy. Features of the site include: (1) a catalog of publications; (2) online documents, including "Insight: An Information Series"; briefs, reports, and policy statements; and speeches by the Council's executive director; (3) membership information; (4) social indicators, containing information on a symposium and its resulting report on developing indicators to measure Canadian well-being; (5) research services; and (6) statistics and information.

Type of Sponsor: Nonprofit organization

Address: http://www.ccsd.ca/index.html

Contact: council@ccsd.ca

Postal Address:
Canadian Council on Social Development
441 MacLaren Street, 4th Floor
Ottawa, Ontario K2P 2H3
613-236-8977
613-236-2750 (Fax)

5/98

Notes:

CAROL HURST'S CHILDREN'S LITERATURE SITE

Name: Carol Hurst's Children's Literature Site

Sponsor: Carol Otis Hurst's Consultants; Didax Educational Resources

Description: This site is a collection of reviews of books for children, ideas for ways to use them in the classroom, and descriptions of books and activities about particular subjects, curriculum areas, themes, and professional topics. It also includes a quarterly newsletter. The site takes many of Carol Hurst's back articles and sections from her professional books for teachers and librarians and reformats and interlinks them to create an interactive collection of information.

Type of Sponsor: Commercial

Address: http://www.carolhurst.com/

Contact: Rebecca Otis (rebotis@crocker.com)
Carol Otis Hurst (carolhurst@aol.com)

Postal Address: Carol Otis Hurst's Consultants
41 Colony Drive
Westfield, MA 01340

6/98

Notes:

CENTER FOR CAREER DEVELOPMENT IN EARLY CARE AND EDUCATION

Name: Center for Career Development in Early Care and Education

Sponsor: Center for Career Development in Early Care and Education, Wheelock College

Description: The Center for Career Development in Early Care and Education at Wheelock College was founded in 1991 to: (1) improve the quality of early care and education for children by creating a viable career development system for early childhood practitioners, and (2) promote the definition of early care and education as a professional field and as a field of study. The Center's Web site includes information about the Center, a list of publications, information about seminars in child care administration, information about the Centers for Child Care Policy and Training at Wheelock College, full-text articles on career development, news and notes on career development, and a list of links to other child care and professional development resources on the Internet.

Type of Sponsor: College

Address: http://ericps.crc.uiuc.edu/ccdece/ccdece.html

Contact: centers@wheelock.edu

Postal Address:
Center for Career Development in Early Care and Education
Wheelock College
200 The Riverway
Boston, MA 02215
617-734-5200 ext. 211
617-738-0643 (Fax)

5/98

Notes:

CENTER FOR CHILDREN WITH CHRONIC ILLNESS AND DISABILITY

Name: Center for Children with Chronic Illness and Disability (C3ID)

Sponsor: University of Minnesota

Description: The Center for Children with Chronic Illness and Disability conducts research and applies knowledge to foster the physical, psychological, and social development and competence of infants, children, and adolescents with chronic illness or disability. C3ID makes research findings available to parents, educators, health care professionals, and other concerned individuals and groups. The site describes C3ID's research and dissemination activities and includes *Springboard,* an online newsletter.

Type of Sponsor: University

Address: http://www.peds.umn.edu/Centers/ihd/c3idcontents.html

Contact: Peggy Mann Rinehart (rineh002@maroon.tc.umn.edu)

Postal Address:
University of Minnesota
General Pediatrics/Adolescent Health
Center for Children with Chronic Illness and Disability
P.O. Box 721
420 Delaware Street SE
Minneapolis, MN 55455-0374
612-626-0644

5/98

Notes:

CENTER FOR THE STUDY OF BOOKS IN SPANISH

Name: Center for the Study of Books in Spanish for Children and Adolescents

Sponsor: Dr. Isabel Schon, California State University San Marcos

Description: This Web page, in both English- and Spanish-language versions, provides query access to the Center's bibliographic database of high-quality children and youth books in Spanish. The site also includes information about the Center's workshops, publications, and special activities.

Type of Sponsor: Individual

Address: http://www.csusm.edu/campus_centers/csb/

Contact: Dr. Isabel Schon, Director (ischon@mailhost1.csusm.edu)

Postal Address:
Center for the Study of Books in Spanish for Children and Adolescents
California State University San Marcos
San Marcos, CA 92096-0001
760-750-4070
760-750-4073 (Fax)

6/98

Notes:

THE CHILD CARE ACTION WEBSITE

Name: The Child Care Action Website

Sponsor: Neil Fowler

Description: This site provides information regarding child care in Canada. Topics of full-text articles in the "Basic References" section include: (1) benefits of high-quality child care; (2) the role of high-quality child care; (3) indicators of high-quality child care; (4) the effect of child care funding; (5) health care fact sheets; (6) the Code of Ethics for Ontario's early childhood educators; (7) choosing child care; and (8) the Canadian Child Care Registry. Links to institutions in the United States and Canada that are concerned with child care are provided, and a discussion of Canadian child care policy is included.

Type of Sponsor: Individual

Address: http://www.freenet.hamilton.on.ca/~ab608/

Contact: Neil Fowler (ece@freenet.edmonton.ab.ca)

5/98

Notes:

CHILD CARE BUREAU

Name: Child Care Bureau

Sponsor: Administration on Children, Youth and Families, U.S. Department of Health and Human Services

Description: The Child Care Bureau is dedicated to enhancing the quality, affordability, and supply of child care available for all families. This Web site provides information about the Bureau's programs; current initiatives and special events; policy and funding announcements; research, data, and systems; organizational structure; and frequently asked questions. There is also a link to the National Child Care Information Center (NCCIC).

Type of Sponsor: Government

Address: http://www.acf.dhhs.gov/programs/ccb/

Contact: ccb@acf.dhhs.gov

Postal Address:
U.S. Department of Health and Human Services
Administration for Children, Youth and Families
Child Care Bureau
Switizer Building, Room 2046
330 C Street SW
Washington, DC 20447
202-690-6782

8/98

Notes:

CHILD CARE PARENT/PROVIDER INFORMATION NETWORK

Name: Child Care Parent/Provider Information Network (PPIN)

Sponsor: Holly McDonough-Abunassar

Description: Child Care PPIN is a Maryland child care publishing and education company based in the Washington, DC suburb of Bowie, MD. It publishes *Child Care Provider Magazine;* an electronic magazine serving child care professionals; *Making Home-Based Child Care Work for You,* a handbook for family child care providers; and *Day Care Daze,* a rock 'n' roll tape for child care providers. The "Publications" area contains a sample issue of the online magazine; the "Forum Discussion Groups" and "Chat Rooms" offer news from experts, vendors, and advocates; and the "Links" area provides links to other relevant sites.

Type of Sponsor: Commercial

Address: http://www.childcare-ppin.com/

Contact: CCPPIN@aol.com

Postal Address: Child Care Parent/Provider Information Network, Inc.
P.O. Box 574
Bowie, MD 20718-0574
888-262-0274

6/98

Notes:

CHILD DEVELOPMENT PUBLICATIONS

Name: Child Development Publications

Sponsor: Iowa State University Extension

Description: This Web site contains publications by Iowa State University Extension on infants, toddlers, preschoolers, parenting, maternal and child health, and youth health. The full-text *Children, Youth, and Family Trendletter* is also included. Information on ordering print copies of the publications is provided. Adobe Acrobat Reader software is required to view the publications on this site, but information on downloading and using a free copy of this software is provided.

Type of Sponsor: University

Address: http://www.exnet.iastate.edu/Pages/pubs/ChiDev.html

Contact: xlmark@exnet.iastate.edu

5/98

Notes:

CHILD & FAMILY CANADA

Name: Child & Family Canada

Sponsor: Canadian Child Care Federation

Description: Child & Family Canada is committed to the health and well-being of children and their families. In the section "Information by Theme," full-text articles are provided on the following topics: child care, child development, parenting, health, safety, literacy, nutrition, physical activities, play, family life, adolescence, learning activities, social issues, media influences, and special needs. Links to the organizations contributing the articles are provided. Information is available in English and French.

Type of Sponsor: Nonprofit organization

Address: http://www.cfc-efc.ca/

5/98

Notes:

CHILDREN NOW

Name: Children Now

Sponsor: Children Now

Description: Children Now is a nonprofit, nonpartisan organization that works for America's children by producing reports on the status of children and developing tools for local leaders and families to use to make children a priority. The site features: (1) information on community involvement; (2) full-text publications, including action guides, policy reports, information on media and children, and data resources; and (3) links to other Web sites on a variety of topics (education, safety, media, economic security, statistics on children, and health).

Type of Sponsor: Nonprofit organization

Address: http://www.childrennow.org/

Contact: children@childrennow.org

Postal Address:
Children Now
1212 Broadway, 5th Floor
Oakland, CA 94612
510-763-2444
510-763-1974

6/98

Notes:

CHILDREN'S BOOK COUNCIL

Name: CBC Online

Sponsor: Children's Book Council (CBC)

Description: The Children's Book Council is a nonprofit trade organization that has been dedicated to encouraging literacy and the use and enjoyment of children's books since 1945. Council membership is traditionally composed of U.S. children's trade book publishers, and since 1996 has also included children's book packagers and producers of book-related multimedia products for children. This Web page, directed at teachers and librarians, offers numerous resources about children's literature, including book lists, reading activities, information about authors and illustrators, activities related to National Children's Book Week, and news and events in children's literature.

Type of Sponsor: Nonprofit organization

Address: http://www.cbcbooks.org/navigation/teaindex.htm

Contact: staff@cbcbooks.org

6/98

Notes:

CHILDREN'S DEFENSE FUND

Name: Children's Defense Fund (CDF)

Sponsor: Children's Defense Fund

Description: The Children's Defense Fund provides a strong voice for America's children, who cannot vote, lobby, or speak out for themselves. Focusing on the needs of poor, minority, and disabled children, CDF seeks to educate the nation about the needs of children and encourage preventive investment in children before they get sick, drop out of school, or get into trouble. The site includes information on the Black Community Crusade for Children and Stand for Children, full-text news and reports, information about CDF publications and products, and statistics on the status of children today.

Type of Sponsor: Nonprofit organization

Address: http://www.childrensdefense.org/

Contact: cdfinfo@childrensdefense.org

Postal Address:
Children's Defense Fund
25 E Street NW
Washington, DC 20001
202-628-8787

5/98

Notes:

CHILDREN'S LITERATURE NEWSLETTER

Name: Children's Literature Newsletter

Sponsor: ParentsPlace.com

Description: Written for adults, this online newsletter contains descriptions and reviews of fiction and nonfiction books for children of all ages. Also included are reviews of electronic books and multimedia items, lists of award-winning books, and special bibliographies of books on timely topics.

Type of Sponsor: Commercial

Address: http://www.parentsplace.com/readroom/childnew/index.html

Contact: childrenslit@parentsplace.com

Postal Address:
Children's Literature
7513 Shadywood Road
Bethesda, MD 20817
800-469-2070
301-469-2071 (Fax)

6/98

Notes:

THE CHILDREN'S LITERATURE WEB GUIDE

Name: The Children's Literature Web Guide

Sponsor: David K. Brown, Librarian, University of Calgary

Description: This site provides links to Internet resources related to children's literature. It is divided into headings such as children's book awards, movies and television shows based on children's books, and children's book publishers. In addition, it has lists of literature resources geared to teachers, parents, and storytellers. Finally, this site contains information about many of the authors, which can be included in lessons.

Type of Sponsor: Individual

Address: http://www.ucalgary.ca/~dkbrown/index.html

Contact: David K. Brown (dkbrown@acs.ucalgary.ca)

Postal Address:
The Children's Literature Web Guide
Doucette Library of Teaching Resources
University of Calgary
Calgary, Alberta T2N 1N4
403-220-6295

4/98

Notes:

CHILDREN'S NUTRITION RESEARCH CENTER

Name: Children's Nutrition Research Center

Sponsor: U.S. Department of Agriculture/Agriculture Research Service, Baylor College of Medicine

Description: The Children's Nutrition Research Center is one of six human nutrition research centers and is dedicated to defining the nutrient needs of healthy children, conception through adolescence, as well as of pregnant and nursing women. Features of the site include the full-text *Nutrition and Your Child* newsletter and a bibliography of research reports.

Type of Sponsor: Government, University

Address: http://www.bcm.tmc.edu/cnrc/

Contact: cnrc@bcm.tmc.edu

Postal Address:
Nutrition Information Service
Children's Nutrition Research Center
1100 Bates Street
Houston, TX 77030

6/98

Notes:

THE CHILDREN'S PARTNERSHIP

Name: The Children's Partnership

Sponsor: The Children's Partnership

Description: The Children's Partnership is a national, nonpartisan organization that provides information about the needs of America's children and promotes ways to engage all Americans to the benefit of children. The Partnership undertakes research and policy analysis, publishes reports and multimedia materials, and builds alliances among parents, policy makers, and the private sector to achieve gains for children. The site has two primary areas: (1) "Resources," including the full text of "Parent's Guide to the Information Superhighway," "America's Children and the Information Superhighway," "The Next Generation Report," and "Health Coverage and Children"; and (2) "Information," including features on special topics and ways to get involved.

Type of Sponsor: Nonprofit organization

Address: http://www.childrenspartnership.org/

Contact: frontdoor@childrenspartnership.org

Postal Address:
The Children's Partnership
1351 3rd Street Promenade
Santa Monica, CA 90401
310-260-1220
310-260-1921 (Fax)

5/98

Notes:

CHILDREN'S SAFETY NETWORK

Name: Children's Safety Network (CSN): National Injury and Violence Prevention Resource Center

Sponsor: Education Development Center, Inc. (EDC)

Description: The Children's Safety Network: National Injury and Violence Prevention Resource Center provides resources and technical assistance to maternal and child health agencies and other organizations seeking to reduce unintentional injuries and violence to children and adolescents. The site offers full-text publications and resources produced by CSN and other EDC injury prevention specialists, along with links to related sites.

Type of Sponsor: Nonprofit organization

Address: http://www.edc.org/HHD/csn/index.html

Contact: csn@edc.org

Postal Address:
Children's Safety Network: National Injury and Violence Prevention Resource Center
Education Development Center
55 Chapel Street
Newton, MA 02158-1060
617-969-7101 ext. 2207
617-244-3436 (Fax)

5/98

Notes:

CHILDREN'S SOFTWARE REVUE

Name: Children's Software Revue

Sponsor: Children's Software Revue

Description: The Children's Software Revue site is a companion to the print publication designed to help parents and teachers find and evaluate children's software. The site includes software news, subscription information for and excerpts from the print publication, and a software database that is searchable by title, company, grade level (including preschool and kindergarten), computer platform, and keyword.

Type of Sponsor: Commercial

Address: http://www.childrenssoftware.com/

Postal Address:
Children's Software Revue
44 Main Street
Flemington, NJ 08822
908-284-0404
908-284-0405 (Fax)

5/98

Notes:

CHILDREN'S TELEVISION WORKSHOP

Name: Children's Television Workshop

Sponsor: Children's Television Workshop

Description: This site offers information for parents and educators as well as children. The site features full-text articles from *Sesame Street Parents,* a newsletter that provides articles on preschoolers' physical, intellectual, and emotional development. In addition, news, consumer information, and stories to inform, entertain, and empower caregivers are available. Finally, activities for children are featured as well.

Type of Sponsor: Nonprofit organization

Address: http://www.ctw.org/index.htm

6/98

Notes:

CHILDREN, STRESS, AND NATURAL DISASTERS

Name: Children, Stress, and Natural Disasters

Sponsor: Cooperative Extension Service of the University of Illinois at Urbana-Champaign

Description: This section of a Web site on disaster preparedness and recovery contains resources for teachers and other child care or youth workers that help prepare them for working with children who have been through a disaster. The resources include: (1) "Guide for Teachers," which describes what children might experience during and after a disaster and what teachers can do to help students during the recovery period; the items under this section relate to all educational levels generally; (2) "School Activities for Teachers," which provides suggestions for activities that teachers can use in their classrooms after a disaster, curriculum guides on disaster-related topics, a bibliography of children's literature on floods and natural disasters, and a list of resource materials available from the American Red Cross for little or no cost. The activities and curriculum guides are related to specific educational levels, including preschool and early elementary grades.

Type of Sponsor: University

Address: http://www.ag.uiuc.edu/~disaster/teacher.html

Contact: Aaron T. Ebata, Ph.D. (EbataA@idea.ag.uiuc.edu)

Postal Address:
University of Illinois at Urbana-Champaign
905 S. Goodwin Avenue
Urbana, IL 61801
217-333-2912
217-333-9061 (Fax)

4/98

Notes:

CHILDREN, YOUTH AND FAMILY CONSORTIUM

Name: Children, Youth and Family Consortium Electronic Clearinghouse

Sponsor: University of Minnesota

Description: This site provides full-text materials related to the health, education, and welfare of children, youth, and families. The "Young Children" section, accessed through the table of contents, contains information on public policy; research and statistics, including the 1996 and 1997 *Kids Count* publications for Minnesota; newsletters and other publications on child care and training; and links to related resources on the Web.

Type of Sponsor: University

Address: http://www.cyfc.umn.edu/

Contact: Lori Bock (cyfcec@maroon.tc.umn.edu)

Postal Address: The Children, Youth and Family Consortium
201 Coffey Hall
1985 Buford Avenue
University of Minnesota
St. Paul, MN 55108

5/98

Notes:

A CHILD'S DEVELOPMENT CALENDAR

Name: A Child's Development Calendar

Sponsor: Vermont National Education Association (NEA)

Description: This site, created by the Vermont NEA, offers games, book titles, and ideas to help adults share in children's playing and learning through the preschool years. Age ranges covered by the site are: (1) "The Observer" (birth to 6 months); (2) "The Toucher" (6-12 months); (3) "The Mover" (pre-toddler, 10-20 months); (4) "The Builder" (toddler, 17-26 months); (5) "The Super Helper" (mature toddler, 23-32 months); (6) "The Butterfly" (talker, 28-38 months); (7) "The Questioner" (child, 35-46 months); (8) "The Expert" (young preschooler, 44-50 months); and (9) "The Preschooler" (48-62 months).

Type of Sponsor: Nonprofit organization

Address: http://www.vtnea.org/vtnea14.htm

Contact: webmaster@vtnea.org

Postal Address:
Vermont-NEA
10 Wheelock Street
Montpelier, Vermont 05602-3737
802-223-6375
802-223-1253 (Fax)

6/98

Notes:

CHILD TRENDS, INC.

Name:	Child Trends, Inc.
Sponsor:	Child Trends, Inc.
Description:	Child Trends, Inc. is a nonprofit, nonpartisan research organization dedicated to studying children, youth, and families through research, data collection, and data analyses. Child Trends was established in 1979 and focuses its research and data analysis efforts on: teenage pregnancy and childbearing; the effects of welfare and poverty on children; and issues related to parenting, family structure, and family processes, including fatherhood and male fertility. This site describes the organization and offers full-text versions of many of its documents.
Type of Sponsor:	Nonprofit organization
Address:	http://www.childtrends.org/index.htm
Contact:	webmaster@childtrends.org
Postal Address:	Child Trends, Inc. 4301 Connecticut Avenue NW Washington, DC 20008 202-362-5580 202-362-5533 (Fax)

6/98

Notes:

122

CHILD WELFARE LEAGUE OF AMERICA

Name: Child Welfare League of America

Sponsor: Child Welfare League of America

Description: The Child Welfare League of America is the nation's oldest and largest organization devoted entirely to the well-being of America's vulnerable children and their families. This site provides information about the organization and its efforts and an online catalog of its publications.

Type of Sponsor: Nonprofit organization

Address: http://www.cwla.org/

Contact: webweaver@cwla.org

Postal Address:
Child Welfare League of America
440 First Street NW, 3rd Floor
Washington, DC 20001-2085
202-638-2952
202-638-4004 (Fax)

6/98

Notes:

CLAS EARLY CHILDHOOD RESEARCH INSTITUTE

Name: CLAS (Culturally and Linguistically Appropriate Services) Early Childhood Research Institute

Sponsor: Office of Special Education Programs, U.S. Department of Education

Description: The CLAS Early Childhood Research Institute is a federally funded collaborative effort of universities and national organizations. CLAS identifies, evaluates, and promotes effective and appropriate early intervention and preschool practices that are sensitive to culturally and linguistically diverse children and families. This site describes the work of the Institute, provides information on how to submit materials for review, provides bibliographies and links on related subjects, and will begin to add to the site materials reviewed for cultural and linguistic appropriateness in late 1998.

Type of Sponsor: Government

Address: http://clas.uiuc.edu/

Contact: Webmaster (clas.ericps.crc.uiuc.edu)

Postal Address:
CLAS/ECRI
Children's Research Center
51 Gerty Drive
Champaign, IL 61820-7498

6/98

Notes:

CLASSROOM CONNECT

Name: Classroom Connect

Sponsor: Wentworth Publications

Description: This complementary site to *Classroom Connect*, a print publication that helps educators bring Internet and electronic resources into the K-12 classroom, includes the full text of sample articles, links to Internet sites of interest to K-12 educators and students, and its own search engine for educational resources on the Internet.

Type of Sponsor: Commercial

Address: http://www.classroom.net/

Contact: Aaron Brown (abrown@classroom.com)
Webmaster (webmaster@classroom.net)

5/98

Notes:

COLORADO PARENT INFORMATION AND RESOURCE CENTER

Name: Colorado Parent Information and Resource Center (CPIRC)

Sponsor: Colorado Parent Information and Resource Center

Description: The Colorado Parent Information and Resource Center was created to help families and schools work better together to ensure children succeed in school. CPIRC is a network of statewide organizations and six community agencies representing urban and rural communities. This site contains: (1) links to full-text information for parents on how to be effectively involved in child health, development, and education; (2) links to tips for educators on how to include parents in their classrooms; (3) training resources; (4) links to research reports on parent involvement; (5) parent interviews; (6) a calendar of events; and (7) links to related sites. Some resources are provided in Spanish and French.

Type of Sponsor: Nonprofit organization

Address: http://www.cpirc.org/

Contact: hn4804@handsnet.org

Postal Address:
Colorado Parent Information and Resource Center
Center for Human Investment Policy
1445 Market Street, Suite 350
Denver, CO 80202
303-820-5632
303-820-5656 (Fax)

5/98

Notes:

COMMITTEE FOR CHILDREN

Name: Committee for Children

Sponsor: Committee for Children

Description: The Committee for Children is a national, nonprofit agency whose mission is to promote the safety, well-being, and social development of children by creating high-quality educational programs on prevention of youth violence and child abuse for educators, families, and communities. In addition to developing curricula, parent education, and video programs, the Committee for Children offers training and program support to educators, as well as program evaluation of certain curricula. The Web site offers descriptions of these programs as well as ordering information and a calendar of training sessions.

Type of Sponsor: Nonprofit organization

Address: http://www.cfchildren.org/

Postal Address:
Committee for Children
2203 Airport Way South, Suite 500
Seattle, WA 98134-2027
800-634-4449
206-343-1223 (in Seattle)
206-343-1445 (Fax)

5/98

Notes:

COMMUNITY UPDATE

Name: Community Update

Sponsor: U.S. Department of Education

Description: This online newsletter reaches over 265,000 parents, educators, and other citizens involved in school improvement efforts across the country. Featuring "best practices" and model programs from around the nation, *Community Update* focuses on how communities can learn from each other as they improve their schools.

Type of Sponsor: Government

Address: http://www.ed.gov/G2K/community/

Contact: CustomerService@inet.ed.gov

Postal Address: U.S. Department of Education
600 Independence Avenue SW
Washington, DC 20202-0498
800-USA-LEARN

6/98

Notes:

CONSORTIUM FOR SCHOOL NETWORKING

Name: Consortium for School Networking (CoSN)

Sponsor: Consortium for School Networking

Description: The Consortium is a nonprofit organization formed to promote telecommunications use in K-12 education. This site is divided into several sections, one of which contains information about educational policy and recent legislation. The site also contains membership information, a conference calendar, links to an online discussion group, and the *CoSNotes* newsletter.

Type of Sponsor: Nonprofit organization

Address: http://cosn.org/

Contact: membership@cosn.org

Postal Address: Consortium for School Networking
1555 Connecticut Avenue NW, Suite 200
Washington, DC 20036
202-466-6296 ext. 15
202-462-9043 (Fax)

4/98

Notes:

COOKING WITH YOUNG CHILDREN

Name: Cooking with Young Children

Sponsor: Marianne E. Dambra

Description: This Web site encourages early childhood educators to cook with young children. It provides recipes for cooking experiences that require no heat, recipes to use for creating things (such as play doughs), recipes for summer fun, and others.

Type of Sponsor: Individual

Address: http://members.aol.com/Sgrmagnlia/index.html

Contact: Marianne E. Dambra (sgrmagnlia@aol.com)

6/98

Notes:

COUNCIL FOR EXCEPTIONAL CHILDREN

Name: The Council for Exceptional Children (CEC)

Sponsor: The Council for Exceptional Children

Description: The Council for Exceptional Children is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. CEC advocates for appropriate governmental policies, sets professional standards, provides continual professional development, advocates for newly and historically underserved individuals with exceptionalities, and helps professionals obtain conditions and resources necessary for effective professional practice. The Web page describes the CEC and its various efforts, including a catalog of its publications.

Type of Sponsor: Nonprofit organization

Address: http://www.cec.sped.org/home.htm

Contact: service@cec.sped.org

Postal Address:
Council for Exceptional Children
1920 Association Drive
Reston, VA 20191-1589
888-CEC-SPED
703-264-9446 (TTY)

6/98

Notes:

CYBERBEE

Name: Cyberbee

Sponsor: Linda C. Joseph

Description: Based on Linda Joseph's column in *MultiMedia Schools*, this Web site includes a link to the *MultiMedia Schools*' Web site as well as information on citing electronic sources, notes from her conference presentations, a copyright workshop, curriculum ideas, links and full-text articles on children's safety and the Internet, information on constructing a home page and evaluating Web sites, "Webweaver"—an annotated description of sites that may be of interest to teachers and library media specialists looking for Internet content to be incorporated into the classroom curriculum, and handouts for use with workshops.

Type of Sponsor: Commercial

Address: http://www.cyberbee.com/

Contact: Linda C. Joseph
614-365-5278 (Work)
ljoseph@iwaynet.net
ljoseph@freenet.columbus.oh.us

5/98

Notes:

CYFERNET

Name: CYFERNet

Sponsor: Cooperative Extension System (USDA); National Agricultural Library (USDA); Children, Youth and Family Consortium (University of Minnesota)

Description: An Internet-based children, youth, and family information service maintained by the Cooperative Extension System, CYFERNet provides electronic resources in six areas: (1) health, (2) child care, (3) building organizational cooperation, (4) promoting family strength, (5) science and technology programs, and (6) strengthening community-based programs. Information currently available includes curricula abstracts for children, youth, parents, and families; descriptions of successful programs; practical information on child and youth development; parenting and family information; research reports; statistics and demographics; funding resources; evaluation tools; professional development training information; bibliographies; links to other children, youth, and family Internet-based resources; and online activities for children and youth.

Type of Sponsor: Government, University

Address: http://www.cyfernet.org/

Contact: Trudy Dunham (cyf@reeusda.gov)

Postal Address:
CYFERNet Coordinating Team
Minnesota Extension Service
340 Coffey Hall
1420 Eckles Avenue
University of Minnesota
St. Paul, MN 55108
612-624-2247

5/98

Notes:

DEVELOPING EDUCATIONAL STANDARDS

Name:	Developing Educational Standards
Sponsor:	Putnam Valley Central Schools
Description:	Developing Educational Standards is an annotated list of Internet sites containing K-12 educational standards and curriculum frameworks documents, maintained by Charles Hill and the Putnam Valley Schools in New York. Sites with standards are grouped by state and subject area. Links to various related organizational pages are also provided.
Type of Sponsor:	School
Address:	http://www.putwest.boces.org/standards.html
Contact:	Charles Hill (chill@putwest.boces.org)
Postal Address:	Putnam Valley Central Schools 171 Oscawana Lake Road Putnam Valley, NY 10579

6/98

Notes:

DR. TOY

Name: Dr. Toy

Sponsor: Dr. Stevanne Auerbach

Description: This site provides listings of specific age-appropriate toys, books, videos, CDs, and other children's products. In addition, Dr. Stevanne Auerbach (Dr. Toy) provides advice on selecting children's toys, along with information on companies producing children's products.

Type of Sponsor: Commercial

Address: http://www.drtoy.com/drtoy/index.html

Contact: drtoy@drtoy.com

Postal Address:
Dr. Stevanne Auerbach (Dr. Toy)
268 Bush Street
San Francisco, CA 94104
800-551-8697
510-540-0171 (Fax)

6/98

Notes:

EARLY CHILDHOOD.COM

Name: Early Childhood.Com

Sponsor: Discount School Supply

Description: A source of information for those who share an interest in improving the education and general life experience of young children, this site contains full-text articles and resources on topics in early childhood education, ideas for creative projects and arts and crafts, and a forum for sharing ideas and questions with the early childhood education community.

Type of Sponsor: Commercial

Address: http://www.earlychildhood.com/

6/98

Notes:

EARLY CHILDHOOD EDUCATION ON LINE

Name: Early Childhood Education On Line

Sponsor: University of Maine at Orono

Description: Early Childhood Education On Line is a hub site of links on early childhood education. It is divided into the following sections: children and developmental guidelines, diversity, observation and assessment, curriculum and environments, issues in EC settings, advocacy for children, professional development, and ECE on the Net.

Type of Sponsor: University

Address: http://www.ume.maine.edu/~cofed/eceol/website.html

Contact: James Chiavacci (jim_chiavacci@voyager.umeres.maine.edu)

Postal Address:
James Chiavacci
5766 Shibles Hall
University of Maine
Orono, ME 04469-5766
207-581-2478

4/98

Notes:

EARLY CHILDHOOD EDUCATORS' AND FAMILY WEB CORNER

Name: Early Childhood Educators' and Family Web Corner

Sponsor: Beth Conant

Description: This site contains links to full-text information on developmentally appropriate practice, full-text articles and resources of interest to early childhood educators, links to family pages, links to teacher pages, and general information about the Internet.

Type of Sponsor: Individual

Address: http://www.nauticom.net/www/cokids/index.html

Contact: Beth Conant (cokids@nauticom.net)
800-446-5607 ext. 223 (in PA)
412-443-7821 ext. 223 (outside PA)

5/98

Notes:

EARLY CHILDHOOD NEWS

Name: Early Childhood News: The Journal of Professional Development

Sponsor: Peter Li Education Group

Description: *Early Childhood News* is a 50+ page, full-color magazine published six times per year by the Peter Li Education Group, with a total readership of over 250,000. Each issue of *Early Childhood News* features articles for professionals who work with young children from birth to age 6. Topics include child development, health and safety, curricula, guidance, art and music, nutrition, play, self-esteem, professional development, and others. This site provides several sample articles from the magazine and author submission and subscription information.

Type of Sponsor: Commercial

Address: http://www.earlychildhoodnews.com/

Contact: Megan Shaw, editor (ecneditor@aol.com)

Postal Address:
Early Childhood News
330 Progress Road
Dayton, OH 45449
800-543-4383 ext. 121 (subscriptions)
937-847-5900 ext. 142 (editorial)
937-847-5910 (Fax)

6/98

Notes:

EARLY CHILDHOOD RESEARCH INSTITUTE ON INCLUSION

Name: Early Childhood Research Institute on Inclusion (ECRII)

Sponsor: Office of Special Education Programs, U.S. Department of Education

Description: The Early Childhood Research Institute on Inclusion is a 5-year national research project to study the inclusion of preschool children with disabilities in typical preschool, day care, and community settings. The Institute seeks to identify barriers at multiple systems levels, design strategies for overcoming such barriers, and examine the effects of such strategies. This Web site describes the Institute's research and publications (some can be viewed full-text using Adobe Acrobat Reader software), and provides links to related sites.

Type of Sponsor: Government

Address: http://www.inform.umd.edu/EdRes/Colleges/EDUC/Depts/ecrii/index.html

Contact: Webmaster (smli@wam.umd.edu)

6/98

Notes:

EISENHOWER NATIONAL CLEARINGHOUSE

Name: Eisenhower National Clearinghouse for Mathematics and Science Education

Sponsor: The Ohio State University; U.S. Department of Education, Office of Educational Research and Improvement

Description: This site supports the national goals to improve teaching and learning in mathematics and science by providing better access to resources for everyone interested in creating effective learning environments. The site contains full-text articles, a listing of all federally sponsored K-12 mathematics programs, a listing of state and national standards, and the "Professional Development Exchange"—a searchable database with information related to mathematics and science education.

Type of Sponsor: University, Government

Address: http://www.enc.org/

Contact:
web@enc.org
800-621-5785
614-292-7784
614-292-2066 (Fax)

5/98

Notes:

EMPOWERING PEOPLE

Name: Empowering People

Sponsor: Empowering People

Description: Empowering People is dedicated to helping parents and educators foster various skills in young people through resources and workshops. The site includes full-text articles for parents and teachers on many topics, guidelines from *Positive Discipline* and *Raising Self-Reliant Children in a Self-Indulgent World*, excerpts from various products and resources, information on workshops and lectures, and the ability to ask parenting questions of Dr. Jane Nelsen. Empowering People offers a free subscription to its newsletter and catalog. Links to other related sites are provided as well.

Type of Sponsor: Commercial

Address: http://www.empoweringpeople.com/index.html

Contact: brad@empoweringpeople.com

Postal Address:
Empowering People Books, Tapes, & Audios
P.O. Box 1926
Orem, UT 84059-1926
800-456-7770

6/98

Notes:

E-RATE HOTLINE

Name: E-Rate Hotline

Sponsor: Education and Library Networks Coalition

Description: This Web site provides answers to questions about the "E-Rate," the education rate at which schools and libraries may receive discounted costs for telecommunications services such as Internet access.

Type of Sponsor: Nonprofit organization

Address: http://www.eratehotline.org/

Contact: 800-733-6860

6/98

Notes:

ERIC CLEARINGHOUSE ON ASSESSMENT AND EVALUATION

Name: ERIC Clearinghouse on Assessment and Evaluation

Sponsor: University of Maryland; U.S. Department of Education, Office of Educational Research and Improvement

Description: This ERIC Clearinghouse site is for those interested in assessment issues. It contains a guide to assessment information on the Internet and links to other ERIC sites. Also included are the "Test Locator" database and the "ETS Test Collection," basic sources for finding survey instruments and information on and descriptions of tests; a full-text library; publications; and assessment FAQs. There is a section devoted to early childhood education.

Type of Sponsor: University, Government

Address: http://ericae.net/

Contact: feedback@ericae.net

Postal Address:
ERIC Clearinghouse on Assessment and Evaluation
1129 Shriver Laboratory
College of Library and Information Services
University of Maryland, College Park
College Park, MD 20742
800-464-3742 (800-Go4ERIC)
301-405-7449

5/98

Notes:

ERIC CLEARINGHOUSE ON ELEMENTARY AND EARLY CHILDHOOD EDUCATION

Name:	ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE)
Sponsor:	University of Illinois at Urbana-Champaign; U.S. Department of Education, Office of Educational Research and Improvement
Description:	ERIC/EECE offers full-text information for early childhood educators and individuals interested in child care and child development and early learning. Included are the full texts of some of ERIC/EECE's major publications (excerpts are available from others); all ERIC/EECE Digests, arranged by year and searchable by a keyword in the title; sections on Reggio Emilia and the project approach; information on ERIC/EECE's listservs and AskERIC question-answering service; and the National Parent Information Network (see separate entry). Also included are links to several sites where the ERIC database can be searched and links to other education sites.
Type of Sponsor:	University, Government
Address:	http://ericeece.org/
Contact:	ERIC/EECE Webmaster (eeceweb@ericps.crc.uiuc.edu)
Postal Address:	ERIC Clearinghouse on Elementary and Early Childhood Education University of Illinois at Urbana-Champaign Children's Research Center, 51 Gerty Drive Champaign, IL 61801-7469 217-333-1386 800-583-4135 217-333-3767 (Fax)

4/98

Notes:

ERIC CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS

Name: ERIC Clearinghouse on Rural Education and Small Schools

Sponsor: Appalachia Educational Laboratory; U.S. Department of Education, Office of Educational Research and Improvement

Description: This site describes this ERIC Clearinghouse's products and services. The site features resource links, the full text of ERIC Digests, information on obtaining publications, and organizational directories and a conference calendar for a variety of topics including outdoor education, migrant education, Mexican Americans, American Indians and Alaskan Natives, rural education, and small schools.

Type of Sponsor: Government

Address: http://www.ael.org/eric/

Contact: aelinfo@ael.org

Postal Address:
Rural Education and Small Schools
Appalachia Educational Laboratory, Inc.
P.O. Box 1348, 1031 Quarrier Street
Charleston, WV 25325-1348
304-347-0400
800-624-9120
304-347-0448 (TDD)
304-347-0487 (Fax)

5/98

Notes:

ERIC CLEARINGHOUSE ON SCIENCE, MATHEMATICS, AND ENVIRONMENTAL EDUCATION

Name: ERIC Clearinghouse on Science, Mathematics, and Environmental Education (ERIC/CSMEE)

Sponsor: Ohio State University; U.S. Department of Education, Office of Educational Research and Improvement

Description: This ERIC Clearinghouse offers information that supports science, mathematics, and environmental education. For each of the three areas, the site provides lesson plans, full-text ERIC Digests and other publications, links to related Web sites, and lists of organizations and journals indexed by ERIC. Within the "Lessons" section are some lesson plans targeted at early childhood students.

Type of Sponsor: University, Government

Address: http://www.ericse.org/

Contact: ericse@osu.edu

Postal Address: ERIC Clearinghouse on Science, Mathematics,
and Environmental Education
Ohio State University
1929 Kenny Road
Columbus, OH 43210-1080
614-292-6717
800-276-0462
614-292-0263 (Fax)

4/98

Notes:

ERIC CLEARINGHOUSE ON URBAN EDUCATION

Name: Urban Education Web

Sponsor: ERIC Clearinghouse on Urban Education (ERIC/CUE), Columbia University; U.S. Department of Education, Office of Educational Research and Improvement

Description: This ERIC Clearinghouse site contains full-text manuals, brief articles, annotated bibliographies, reviews and summaries of outstanding publications, and conference announcements in urban education. The "Publications" section contains the full text of papers from the "Urban Diversity Series," "Trends and Issues Series," ERIC Digests, Information Alerts, Parent Guides, and Bibliographies and Directories. The section on "Urban and Minority Families," which is part of the National Parent Information Network, contains several full-text publications, many concerning parent involvement. The site also includes links to other urban education resources on the Web. A search of the site using "early childhood education" brings up numerous resources.

Type of Sponsor: University, Government

Address: http://eric-web.tc.columbia.edu/

Contact: eric-cue@columbia.edu

Postal Address:
ERIC Clearinghouse on Urban Education
Institute for Urban and Minority Education
Box 40 Teachers College, Columbia University
New York, NY 10027
212-678-3433
800-601-4868
212-678-4012 (Fax)

5/98

Notes:

EXPLORATORIUM

Name: Exploratorium ExploraNet

Sponsor: Exploratorium, San Francisco, California

Description: The Exploratorium is a museum of science, art, and human perception located in the Palace of Fine Arts in the Marina district of San Francisco. This site contains several science-related Internet resources, such as an astronomy exhibit, along with ordering information for it publications, including books for teachers, charts and posters, and *Exploring*, the Exploratorium's quarterly magazine (an online, full-text article from the magazine is available). The site also provides descriptions of the museum's programs.

Type of Sponsor: Commercial

Address: http://www.exploratorium.edu/

Contact: Ron Hipschman (ronh@exploratorium.edu)

Postal Address:
The Exploratorium
3601 Lyon Street
San Francisco, CA 94123
415-563-7337
415-561-0307 (Fax)

4/98

Notes:

FACTS FOR FAMILIES

Name: Facts for Families

Sponsor: American Academy of Child and Adolescent Psychiatry

Description: "Facts for Families" is a series of full-text information sheets which provide information about psychiatric conditions affecting children and adolescents. Topics include the depressed child, teen suicide, stepfamily problems, and sexual abuse. The fact sheets are available in English, Spanish, and French.

Type of Sponsor: Nonprofit organization

Address: http://www.aacap.org/web/aacap/factsFam/

Postal Address:
American Academy of Child and Adolescent Psychiatry
Attn.: Public Information
P.O. Box 96106
Washington, DC 20090-6106

6/98

Notes:

FAMILY VILLAGE

Name: Family Village

Sponsor: University of Wisconsin-Madison; Joseph P. Kennedy, Jr. Foundation; Mitsubishi Electric America Foundation

Description: Family Village is a global community that integrates information, resources, and communication opportunities on the Internet for persons with mental retardation and other disabilities, their families, and those that provide them with services and supports. This Web page divides Family Village's various resources into town-like areas, such as the "library" (full-text informational articles on disabilities), "coffee shop" (guidance on linking with other individuals), and "hospital" (full-text treatment-related information).

Type of Sponsor: University, Nonprofit organization

Address: http://www.familyvillage.wisc.edu/

Contact: rowley@waisman.wisc.edu

Postal Address:
The Family Village
Waisman Center
University of Wisconsin-Madison
1500 Highland Avenue
Madison, WI 53705-2280
608-263-5973
608-263-0802 (TDD)
608-263-0529 (Fax)

6/98

Notes:

FEDERAL RESOURCES FOR EDUCATIONAL EXCELLENCE

Name:	Federal Resources for Educational Excellence (FREE)
Sponsor:	U.S. Department of Education
Description:	This site provides access to hundreds of Internet-based education resources supported by agencies across the U.S. federal government. Users can search the resources by a keyword or see them listed by subjects such as art, physical education, foreign languages, and mathematics.
Type of Sponsor:	Government
Address:	http://www.ed.gov/free/
Contact:	FREE@ed.gov
Postal Address:	FREE U.S. Department of Education Office of the Deputy Secretary 600 Independence Avenue SW, Room 6223 Washington, DC 20202

6/98

Notes:

FOOD AND NUTRITION INFORMATION CENTER

Name:	Food and Nutrition Information Center
Sponsor:	U.S. Department of Agriculture
Description:	This Web site contains numerous resources on food and nutrition (some full-text), including information on healthy school meals, the healthy eating index, a database on food safety, and an extensive index of food and nutrition Internet resources.
Type of Sponsor:	Government
Address:	http://www.nal.usda.gov/fnic/
Contact:	fnic@nal.usda.gov
Postal Address:	Agricultural Research Service, USDA National Agricultural Library, Room 304 10301 Baltimore Avenue Beltsville, MD 20705-2351 301-504-5719 301-504-6856 (TTY) 301-504-6409 (Fax)

6/98

Notes:

FRANKLIN INSTITUTE SCIENCE MUSEUM

Name: Franklin Institute Science Museum

Sponsor: Unisys Corporation; The National Science Foundation

Description: Providing easily accessible and up-to-date information for K-8 science educators, this site includes virtual exhibits, units of study, and a publications library with science education resources, activities, and an opportunity to "Ask an Expert" science-related questions. The Franklin Institute Science Museum is a member of the Science Learning Network.

Type of Sponsor: Commercial, Government

Address: http://sln.fi.edu/

Contact: webteam@www.fi.edu

Postal Address:
Franklin Institute Science Museum
222 N. 20th Street
Philadelphia, PA 19103
215-448-1200

4/98

Notes:

FRANK PORTER GRAHAM CHILD DEVELOPMENT CENTER

Name: Frank Porter Graham Child Development Center

Sponsor: University of North Carolina at Chapel Hill

Description: The Frank Porter Graham Child Development Center is a multidisciplinary center for the study of children and families, especially children at risk for developmental problems. The Center's mission is dedicated to enhancing the development of young children and supporting their families through research, public service, and teaching. The Web site describes the ongoing projects that the Center is involved with and offers several full-text publications.

Type of Sponsor: University, Government

Address: http://www.fpg.unc.edu/

Contact: webmaster@mail.fpg.unc.edu

Postal Address:
Frank Porter Graham Child Development Center
105 Smith Level Road
Chapel Hill, NC 27599
919-966-2622

5/98

Notes:

THE FUTURE OF CHILDREN

Name: The Future of Children

Sponsor: The Center for the Future of Children, The David and Lucile Packard Foundation

Description: *The Future of Children* is a journal summarizing research and policy issues related to the well-being of children, with special emphasis on providing objective analysis and evaluation, translating existing knowledge into effective programs and policies, and promoting constructive institutional change. This Web site contains the full text of the journal's articles, which can be viewed with Adobe Acrobat Reader software (a free copy is available to download).

Type of Sponsor: Nonprofit organization

Address: http://www.futureofchildren.org/

Contact: circulation@futureofchildren.org

6/98

Notes:

GAMES KIDS PLAY

Name: Games Kids Play

Sponsor: Geof Gnieboer

Description: This site, whose purpose is to catalog children's games played through the years so that traditions are not lost, contains a descriptive list of several children's games. Examples include "red rover," "snap the whip," "marco polo," "mother may I," and "red light/green light." A list of over 250 games not yet described is also provided.

Type of Sponsor: Individual

Address: http://www.corpcomm.net/~gnieboer/gamehome.htm

Contact: Geof Nieboer (gnieboer@corpcomm.net)

6/98

Notes:

GATEWAY TO EDUCATIONAL MATERIALS

Name: Gateway to Educational Materials (GEM)

Sponsor: ERIC Clearinghouse on Information and Technology; U.S. Department of Education, Office of Educational Research and Improvement

Description: The Gateway provides one-stop access to high-quality Internet lesson plans, curriculum units, and other education resources, currently linking to over 1,200 resources on 12 Internet sites. The materials are organized into a massive virtual card catalog for online educational resources. The Gateway's search engine allows users to locate educational materials in the virtual world in the same way they would in a traditional library—by subject, keyword, or title. GEM's searching tools also expand educators' searching capability to include searching by grade levels, special needs, and more. Users are provided with detailed abstracts of the resources to help them decide whether they want the material before linking to the site.

Type of Sponsor: University, Government

Address: http://www.thegateway.org/

Contact: Nancy Morgan, GEM Coordinator (nmorgan@ericir.syr.edu)

Postal Address:
Gateway to Educational Materials
ERIC Clearinghouse on Information and Technology
4-194 Center for Science and Technology
Syracuse University
Syracuse, NY 13244-4100
315-443-3640
315-443-5448 (Fax)

5/98

Notes:

GLOBAL SCHOOLNET FOUNDATION

Name: Global SchoolNet Foundation (GSN)

Sponsor: Global SchoolNet Foundation

Description: The Global SchoolNet Foundation's mission is to "harness the power of the Internet" to provide ongoing opportunities to support learners both in and outside of the school environment. GSN offers a variety of free support services to learners and the "training wheels" needed to get started. GSN collaborates with individuals, schools, businesses, and community organizations to design, develop, and manage hundreds of collaborative learning projects each year. In addition, Microsoft's Global Schoolhouse recently joined the Global SchoolNet Foundation. This site describes GSN and offers resources for educators and students, including Internet educational projects.

Type of Sponsor: Nonprofit organization

Address: http://www.gsh.org/

Contact: helper@gsn.org

Postal Address: Global SchoolNet Foundation
P.O. Box 243
Bonita, CA 91908-0243
619-475-4852
619-472-0735 (Fax)

6/98

Notes:

GRYPHON HOUSE BOOKS

Name: Gryphon House Books

Sponsor: Gryphon House Books, Inc.

Description: Gryphon House is a publisher of early childhood education books. The “Free Activities” section of this site is of particular interest. Many activities from Gryphon’s various books have been placed online in such categories as infants and toddlers, science and math, language arts, art and creativity, circle time, and program and staff development.

Type of Sponsor: Commercial

Address: http://www.ghbooks.com/

Contact: justin@ghbooks.com

Postal Address:
Gryphon House, Inc.
P.O. Box 207
Beltsville, MD 20704
301-595-9500
301-595-0051 (Fax)

6/98

Notes:

HARVARD FAMILY RESEARCH PROJECT

Name: Harvard Family Research Project

Sponsor: Harvard University

Description: The Harvard Family Research Project conducts research on family support programs and policies and shapes their development. Research findings are published and disseminated to practitioners, policy makers, and educators. Publications available to order include: "Supporting Latino Families: Lessons from Exemplary Programs"; "Head Start as a Family Support Program"; "Raising Our Future: Families, Schools and Communities Joining Together"; and "Paths to School Readiness: An In-Depth Look at Three Early Childhood Programs."

Type of Sponsor: University

Address: http://hugse1.harvard.edu/~hfrp/

Contact: hfrp@hugse1.harvard.edu

Postal Address:
Harvard Family Research Project
38 Concord Avenue
Cambridge, MA 02138
617-495-9108
617-495-8594 (Fax)

4/98

Notes:

HEAD START BUREAU

Name: Head Start Bureau

Sponsor: Administration on Children, Youth and Families, U.S. Department of Health and Human Services

Description: This Web site is directed to everyone that has an interest in the Head Start program. It is intended to improve access to resources and communications within the Head Start community. This Web site provides information on the Bureau's programs and current initiatives and events; provides a listing of contacts in the Training and Technical Assistance Regional Network; offers access for program participants to the National Head Start Bulletin Board System; provides a list of program grantees; offers access to its Resource Library, a list of links to sites where full-text information is available; provides a link to the Bureau's research and evaluation Web page; and answers frequently asked questions.

Type of Sponsor: Government

Address: http://www.acf.dhhs.gov/programs/hsb/

Contact: Webmaster (jimt@smdi.com)

8/98

Notes:

HIGH/SCOPE

Name:	High/Scope Educational Research Foundation
Sponsor:	High/Scope Educational Research Foundation
Description:	High/Scope Foundation is an independent nonprofit research, development, training, and public advocacy organization founded in 1970. The Foundation's principal goals are to promote the learning and development of children worldwide from infancy through adolescence and to support and train educators and parents as they help children learn. In a High/Scope program, students learn through active involvement with people, materials, events, and ideas. The Web site features information about High/Scope's programs, curriculum approaches, research, services, training, and upcoming events and conferences. A catalog of publications is also available.
Type of Sponsor:	Nonprofit organization
Address:	http://www.highscope.org/
Contact:	info@highscope.org
Postal Address:	High/Scope Foundation 600 N. River Street Ypsilanti, MI 48198-2898 734-485-2000 734-485-0704 (Fax)

6/98

Notes:

I AM YOUR CHILD

Name:	I Am Your Child
Sponsor:	I Am Your Child Campaign
Description:	This Web site contains full-text information on child development from birth to age 3, including identification of key issues, brain facts, questions and expert advice, "ages and stages" information, and ideas for community action to improve the lives of young children.
Type of Sponsor:	Nonprofit organization
Address:	http://www.iamyourchild.org/
Postal Address:	I Am Your Child Campaign 1010 Wisconsin Avenue NW, Suite 800 Washington, DC 20007 202-338-4385 202-338-2334 (Fax)

6/98

Notes:

IDEA BOX

Name: Idea Box: Early Childhood Education & Activity Resources

Sponsor: Global Computer Supplies

Description: This site is designed for teachers, parents, caregivers, home schoolers, and their children. It presents ideas and projects for use with young children in categories such as seasonal themes, recipes, music and songs, games, and crafts.

Type of Sponsor: Commercial

Address: http://www.theideabox.com/

Contact: ideabox@worldvillage.com

6/98

Notes:

THE INCREDIBLE ART DEPARTMENT

Name: The Incredible Art Department

Sponsor: Ken Rohrer

Description: This site includes an Art Room, a gallery of work submitted by students; *Art News,* a newsletter containing articles on art from newspapers across the country; art lessons teachers can use in their classrooms (there is an early childhood section); and links to art department home pages of elementary and high schools and colleges across the country. Teachers and students are invited to submit lessons and artwork.

Type of Sponsor: Individual

Address: http://www.artswire.org/kenroar/

Contact: Ken Rohrer (kenroar@scican.net)

Postal Address:
Ken Rohrer
115 Boring Place
Martinsville, IN 46151
765-349-0778

4/98

Notes:

INSTRUCTOR MAGAZINE

Name: Instructor Magazine

Sponsor: Scholastic, Inc.

Description: The *Instructor Magazine* Web site, a complement to the print publication, includes several full-text articles in the sections "Curriculum Activities and Strategies" and "Managing Your Classroom," along with ready-to-use units for specific grade levels including K-1. Information on subscribing to the magazine and ordering publications and products from Scholastic is also provided.

Type of Sponsor: Commercial

Address: http://scholastic.com/instructor/

Postal Address:
Scholastic Inc.
555 Broadway
New York, NY 10012-3999
800-SCHOLASTIC (800-724-6527)

4/98

Notes:

INTERNATIONAL FOOD INFORMATION COUNCIL FOUNDATION

Name: International Food Information Council Foundation

Sponsor: International Food Information Council

Description: The International Food Information Council Foundation is a nonprofit organization that provides food safety and nutrition news to policy makers, consumers, reporters, parents, and educators. The site features a wide array of full-text information for parents and educators on issues such as starting children on solid foods, the nutritional content of baby food, reports on pesticides and children's foods, and healthy eating at home. In addition, there are lessons for teaching healthy eating, study reports on possible links between food and hyperactivity, and information on what makes children's nutritional needs different from those of adults.

Type of Sponsor: Nonprofit organization

Address: http://ificinfo.health.org/

Contact: foodinfo@ific.health.org

Postal Address:
International Food Information Council
1100 Connecticut Avenue NW, Suite 430
Washington, DC 20036

5/98

Notes:

INTERNET SCHOOL LIBRARY MEDIA CENTER

Name: Internet School Library Media Center

Sponsor: James Madison University

Description: This site contains links to resources in several school subjects and various other education topics. Section topics include: art education, copyright, holocaust resources, library/media, networking, online electronic texts, special education, and "Needle in a Cyberstack," which enables users to search for almost any topic. The elementary language arts section contains information on multicultural resources.

Type of Sponsor: University

Address: http://falcon.jmu.edu/~ramseyil/

Contact: Inez Ramsey (ramseyil@jmu.edu)

Postal Address:
Library Science Program
James Madison University
Harrisonburg, VA 22807
540-568-6791

6/98

Notes:

THE KEEPING KIDS READING PAGE

Name: The Keeping Kids Reading Page

Sponsor: Mary Leonhardt

Description: This site is maintained by Mary Leonhardt, a high school teacher and author. The premise of the site is that the love of reading is a cornerstone of academic success. The site provides monthly tips on how to encourage kids to read instead of forcing them to read. In addition, the site answers common reading questions about ways to develop the love of reading at an early age. Finally, there are links to other reading resources and descriptions of various series and books to help find the "right" book that might capture a child's interest.

Type of Sponsor: Individual

Address: http://www.tiac.net/users/maryl/

Contact: Mary Leonhardt (maryl@tiac.net)

4/98

Notes:

KIDS CAMPAIGNS

Name: Kids Campaigns

Sponsor: Benton Foundation

Description: Kids Campaigns is a resource for parents, grandparents, policy makers, media, community leaders, businesses, educators, religious leaders, children's advocates, and service providers who want to act on behalf of kids. Features of this site include action areas on: (1) "Get Started"; (2) "Get Smart"; and (3) "Get Connected." Each of these areas contains many resources including full-text articles, statistics, descriptions of various organizations and programs involved, and links to related sites.

Type of Sponsor: Nonprofit organization

Address: http://www.kidscampaigns.org/

Contact: kidscampaign@benton.org

Postal Address:
Benton Foundation
1634 Eye Street NW
Washington, DC 20006
202-638-5770
202-638-5771 (Fax)

5/98

Notes:

KIDSOURCE ONLINE

Name: Kidsource Online

Sponsor: Kidsource Online

Description: This site for parents and caregivers offers information, tips, and resources focusing on education- and health-related issues for children. Full-text articles on timely subjects (such as returning to school) are offered. Material is also provided by age range, and information on new products, organizations, software, and recreation activities is also included.

Type of Sponsor: Commercial

Address: http://www.kidsource.com/index.html

Contact: webmaster@kidsource.com

6/98

Notes:

KINDERGARTEN KAFE

Name: Kindergarten Kafe

Sponsor: Charlene Woodham Peace

Description: This online newsletter, created and edited by a kindergarten teacher, presents articles written by kindergarten teachers on a variety of topics. Authors' email addresses are provided with their articles. Teachers are encouraged to submit articles, but no criteria for inclusion are provided on the Web site.

Type of Sponsor: Individual

Address: http://members.aol.com/charlenewp/kkafe.htm

Contact: Charlene Woodham Peace (charlenewp@aol.com)

5/98

Notes:

KLAAS KIDS

Name: KlaasKids

Sponsor: Klaas Foundation for Children

Description: KlaasKids describes the many ongoing projects of the Klaas Foundation for Children, whose purpose is to promote child safety. Information is provided on current issues involving child safety. Protection tips and resources are available (for example, the Child I.D. Package), along with legislative information, an online newsletter, and a calendar of child safety days and media events.

Type of Sponsor: Nonprofit organization

Address: http://www.klaaskids.org/

Contact: klaas@crl.com

Postal Address:
Klaas Foundation for Kids
P.O. Box 925
Sausalito, CA 94966
415-331-6867
415-331-5633 (Fax)

6/98

Notes:

LD ONLINE

Name:	LDonline
Sponsor:	The Learning Disabilities Project; Coordinated Campaign for Learning Disabilities
Description:	LDonline is the interactive guide to learning disabilities for parents, teachers, and children. Features include: (1) the "ABC's of LD and ADD" (definitions of terms); (2) "LD In-Depth" (full-text articles, research, and useful forms); (3) "Finding Help" (national organizations, federal agencies, state resources, local organizations, phone resources, and online resources); (4) "LD Calendar" of events; (5) "Audio Clips"; (6) "First Person," personal narrative accounts; (7) "Bulletin Boards"; (8) "LD Store"; (9) "Talk Back"; and (10) "Kid Zone."
Type of Sponsor:	Nonprofit organization
Address:	http://www.ldonline.org/
Contact:	ldonline@weta.com

6/98

Notes:

THE LIBRARY IN THE SKY

Name: The Library in the Sky

Sponsor: Northwest Regional Educational Laboratory (NWREL)

Description: This Web page, created by the Northwest Regional Educational Laboratory (one of a network of regional educational laboratories created by the U.S. Department of Education) provides links to resources in several subject areas, including arts, language, mathematics, science, social studies, health and P.E., and technology. Users can search by keyword, subject area, type of school personnel, and type of resource.

Type of Sponsor: Government

Address: http://www.nwrel.org/sky/

Contact: webmaster@nwrel.org

Postal Address:
NWREL
101 SW Main, Suite 500
Portland, Oregon 97204
503-275-9500

6/98

Notes:

MCGRAW-HILL SCHOOL DIVISION RESOURCE VILLAGE

Name: McGraw-Hill School Division Resource Village

Sponsor: McGraw-Hill School Division

Description: This Web site from McGraw-Hill, a leading publisher of educational materials, offers links to teaching resources that support its publications in reading/language arts, social studies, mathematics, music, health, science, bilingual education, and professional development. Information on McGraw-Hill's products is also provided.

Type of Sponsor: Commercial

Address: http://www.mmhschool.com/

Postal Address:
McGraw-Hill School Division
Connecticut Technology Center
195 Scott Swamp Road
Farmington, CT 06032
860-678-1212
860-677-5405

McGraw-Hill School Division
Corporate Headquarters
1221 Avenue of the Americas
New York, NY 10020
212-512-2000

6/98

Notes:

MID-CONTINENT REGIONAL EDUCATIONAL LABORATORY

Name: McREL Internet Connections

Sponsor: Mid-continent Regional Educational Laboratory (McREL)

Description: This site, created by the Mid-continent Regional Educational Laboratory (one of several regional educational laboratories sponsored by the U.S. Department of Education), describes McREL's programs and products. The section "Educator Resources" contains several subsections, some providing links to Internet resources in areas such as lesson plans, technology, research, curriculum, early childhood, and several other categories, and others providing full-text articles on such subjects as literacy development and learning motivation.

Type of Sponsor: Government

Address: http://www.mcrel.org/index.html

Contact: info@mcrel.org
webmaster@mcrel.org

Postal Address: Mid-continent Regional Educational Laboratory
2550 S. Parker Road, Suite 500
Aurora, CO 80014
303-337-0990
303-337-3005 (Fax)

6/98

Notes:

MI PEDIATRA

Name: Mi Pediatra

Sponsor: Dr. Roberto Murguia Pozzi

Description: Mi Pediatra is a Spanish-language site which provides information related to the health of children. Sections include a monthly online newsletter, links to articles on topics of interest to parents, information on vaccinations, and sites for English-speaking caregivers.

Type of Sponsor: Individual

Address: http://www.mipediatra.com.mx/

Contact: Dr. Roberto Murguia Pozzi (rmurguia@mipediatra.com.mx)

Postal Address:
Av. Hidalgo 4306 Desp. 201
Col. Sierra Morena
Tampico, Tamaulipas
Mexico C.P. 89210
52-12-132177
52-12-139015 (Fax)

5/98

Notes:

MULTICULTURAL PAVILION

Name: Multicultural Pavilion

Sponsor: Paul Gorski

Description: This site provides resources that encourage educators to explore and discuss multicultural education, to work toward self-awareness and development, and to interact and collaborate. The "Teacher's Corner" contains resources for teachers, including reviews of children's music, multicultural activities, and archives of online literature.

Type of Sponsor: Individual

Address: http://curry.edschool.Virginia.EDU/go/multicultural/

Contact: Paul Gorski (gorski@earthlink.net)

6/98

Notes:

MULTIMEDIA SCHOOLS

Name:	MultiMedia Schools Web Site
Sponsor:	Information Today, Inc.
Description:	This Web site includes selected full-text articles and news from the print version of *MultiMedia Schools*, a journal covering multimedia, CD-ROM, online, and Internet use in K-12. Product reviews and articles classified by grade level are included. The complete table of contents of the print version is given with contact information for ordering articles (for a fee) that are not included on the site.
Type of Sponsor:	Commercial
Address:	http://www.infotoday.com/MMSchools/index.html
Contact:	Information Today, Inc. 609-645-6266 custserv@infotoday.com

5/98

Notes:

MUSIC EDUCATORS NATIONAL CONFERENCE

Name:	Music Educators National Conference (MENC)
Sponsor:	Music Educators National Conference
Description:	The Music Educators National Conference is made up of nearly 70,000 music educators dedicated to providing a complete, balanced, sequential education to every child in America. This site provides information for music educators and the education community, gives descriptions and ordering information for available publications, and provides the full text of MENC online publications and teachers' guides. Full-text resources include standards for teaching music in pre-K through 12th grade and the MENC position statement on early childhood music education.
Type of Sponsor:	Nonprofit organization
Address:	http://www.menc.org/
Contact:	Mike Blakeslee (mbmenc@vais.net)

6/98

Notes:

182

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN

Name: National Association for the Education of Young Children (NAEYC)

Sponsor: National Association for the Education of Young Children

Description: The National Association for the Education of Young Children is the nation's largest organization of early childhood professionals and others dedicated to improving the quality of early childhood education programs for children birth through age 8. This site contains information on early childhood program accreditation, conferences, professional development courses, and NAEYC publications. Numerous full-text resources are available, including NAEYC position statements and articles on early learning in the "Early Childhood Professionals" section.

Type of Sponsor: Nonprofit organization

Address: http://www.naeyc.org/

Contact: naeyc@naeyc.org

Postal Address:
NAEYC
1509 16th Street NW
Washington, DC 20036-1426
202-232-8777
800-424-2460
202-328-1846 (Fax)

5/98

Notes:

NATIONAL ASSOCIATION FOR YEAR-ROUND EDUCATION

Name: National Association for Year-Round Education (NAYRE)

Sponsor: National Association for Year-Round Education

Description: Serving as a clearinghouse for information on year-round education, time, and learning, this site explains year-round school and the history of year-round schooling, provides examples of school schedules and calendars, and offers abstracts of research investigating year-round schooling.

Type of Sponsor: Nonprofit organization

Address: http://www.NAYRE.org/

Contact: info@NAYRE.org

Postal Address:
NAYRE
P.O. Box 711386
San Diego, CA 92171-1386
619-276-5296
619-571-5754 (Fax)

6/98

Notes:

NATIONAL CENTER FOR EARLY DEVELOPMENT AND LEARNING

Name:	National Center for Early Development and Learning (NCEDL)
Sponsor:	National Institute on Early Childhood Development and Education, U.S. Department of Education
Description:	NCEDL's mission is to identify and study issues of national significance to young children and their families and to disseminate that information to researchers, practicing professionals, and families. This site contains the full-text of research reports, press releases, newsletters, and other resources pertaining to the goals and mission of the organization. Adobe Acrobat Reader software (available free for downloading) is needed to view the site's full-text resources.
Type of Sponsor:	Government
Address:	http://www.fpg.unc.edu/~ncedl/
Contact:	Gina Harrison (gina_harrison@unc.edu) Loyd Little (ioyd_little@unc.edu)
Postal Address:	NCEDL Frank Porter Graham Child Development Center University of North Carolina at Chapel Hill CB #8180 Chapel Hill, NC 27599

6/98

Notes:

NATIONAL CENTER FOR ENVIRONMENTAL HEALTH

Name:	Infant and Children Page of the National Center for Environmental Health (NCEH)
Sponsor:	Centers for Disease Control and Prevention
Description:	The National Center for Environmental Health is committed to being a leader in environmental public health, to providing scientific data, and to providing practical and constructive service to the public. NCEH is particularly committed to programs that benefit children and people often overlooked by public health (like the elderly and people with disabilities). The "Infants and Children" page provides full-text information on lead poisoning, birth defects, developmental disabilities, and newborn screenings. Brochures, answers to popular questions, tips on prevention, and additional contact information are provided.
Type of Sponsor:	Government
Address:	http://www.cdc.gov/nceh/programs/infants/infants.htm#infants
Contact:	ncehinfo@cdc.gov
Postal Address:	National Center for Environmental Health Centers for Disease Control and Prevention Mail Stop F-29 4770 Buford Highway NE Atlanta, GA 30341-3724 770-488-7030

6/98

Notes:

186

NATIONAL CENTER FOR MISSING AND EXPLOITED CHILDREN

Name: National Center for Missing and Exploited Children

Sponsor: National Center for Missing and Exploited Children

Description: The National Center for Missing and Exploited Children is a private, nonprofit organization working in cooperation with the U.S. Department of Justice. The Web site features the missing children database, full-text publications and resources on child safety, a directory of state organizations that focus on child protection, and a link to the Office of Juvenile Justice and Delinquency Prevention.

Type of Sponsor: Nonprofit organization

Address: http://www.missingkids.org/

Postal Address: The National Center for Missing and Exploited Children
2101 Wilson Boulevard, Suite 550
Arlington, VA 22201-3052
703-235-3900
703-235-4076 (Fax)

6/98

Notes:

NATIONAL CENTER TO IMPROVE PRACTICE IN SPECIAL EDUCATION

Name: National Center to Improve Practice in Special Education through Technology, Media, and Materials

Sponsor: Education Development Center, Inc.; U.S. Department of Education, Office for Special Education Programs

Description: The National Center to Improve Practice promotes the effective use of technology to enhance educational outcomes for students with sensory, cognitive, physical, and social/emotional disabilities. This site contains resources to enhance the educational outcomes of students in preschool through grade 12, including facilitated electronic discussion forums, tours of exemplary early childhood classrooms, a library of technology resources (Adobe Acrobat Reader software is needed to view some full-text resources), and video profiles of students using assistive and instructional technology.

Type of Sponsor: Nonprofit organization, Government

Address: http://www.edc.org/FSC/NCIP/

Contact: ncip@edc.org

Postal Address:
NCIP
Education Development Center, Inc.
55 Chapel Street
Newton, MA 02158-1060
617-969-7100 ext. 2387
617-969-4529 (TTY)
617-969-3440 (Fax)

6/98

Notes:

NATIONAL CHILD CARE INFORMATION CENTER

Name: National Child Care Information Center (NCCIC)

Sponsor: Child Care Bureau, U.S. Department of Health and Human Services

Description: The National Child Care Information Center, which is an adjunct ERIC Clearinghouse for Child Care, offers the complete text of its bimonthly bulletins, listings of child care organizations and related fields, a description of the Early Childhood Technical Assistance Program, and announcements of upcoming conferences. Also featured are articles on finding and choosing child care, NCCIC's publication list, and links to other organizations involved with child care. Sections include "Child Care Research," "State Profiles," "White House Conference on Early Childhood Development," and "Health and Safety in Child Care."

Type of Sponsor: Government

Address: http://nccic.org/

Contact: ewen@nccic.org
Webmaster (nccicweb@ericps.crc.uiuc.edu)

Postal Address: National Child Care Information Center
301 Maple Avenue West, Suite 602
Vienna, VA 22180
800-616-2242
800-516-2242 (TTY)
800-716-2242 (Fax)

5/98

Notes:

NATIONAL CLEARINGHOUSE FOR BILINGUAL EDUCATION

Name: National Clearinghouse for Bilingual Education (NCBE)

Sponsor: U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs (OBEMLA); The George Washington University Graduate School of Education and Human Development

Description: In addition to organizational information about the National Clearinghouse for Bilingual Education, this Web site includes: (1) an online library with hundreds of full-text documents; (2) technical assistance resources, with links to national, regional, and state organizations; (3) language and education links; (4) databases; (5) "In the Classroom," describing schools on the Web, lesson plans, and other practical classroom information; (6) a conference calendar; (7) *NCBE Newsline,* a weekly online newsletter; and (8) "NCBE Roundtable," a discussion group for educators.

Type of Sponsor: Government, University

Address: http://www.ncbe.gwu.edu/

Contact: akindler@ncbe.gwu.edu

5/98

Notes:

190

NATIONAL COALITION FOR CAMPUS CHILDREN'S CENTERS

Name: National Coalition for Campus Children's Centers (NCCCC) (formerly National Coalition for Campus Child Care)

Sponsor: National Coalition for Campus Children's Centers

Description: The National Coalition for Campus Children's Centers supports research and activities affecting college and university early childhood education and service settings, family and work issues, and the field of early childhood education in general. This site provides information on NCCCC, the full text of NCCCC publications, including their newsletter, *Campus Child Care News,* information on subscribing to an electronic discussion list called CAMPUSCARE-L, and job announcements in campus child care centers. The site also links to other Internet sites related to child care.

Type of Sponsor: Nonprofit organization

Address: http://ericps.crc.uiuc.edu/n4c/n4chome.html

Contact: n4cweb@ericps.crc.uiuc.edu

Postal Address:
National Coalition for Campus Children's Centers, Inc.
122 S. Michigan Avenue, Suite 1100
Chicago, IL 60603
800-813-8207
312-431-0013
312-431-8697 (Fax)

5/98

Notes:

NATIONAL COALITION FOR PARENT INVOLVEMENT IN EDUCATION

Name: National Coalition for Parent Involvement in Education (NCPIE)

Sponsor: National Coalition for Parent Involvement in Education

Description: The National Coalition for Parent Involvement in Education is dedicated to developing effective family/school partnerships in schools across America. Its mission is to advocate the involvement of parents and families in their children's education and foster relationships between home, school, and community that can enhance the education of children. This site offers: (1) guidelines for developing family and school partnerships; (2) information about NCPIE; (3) a listing of special activities; (4) a catalog of publications; and (5) a conference database.

Type of Sponsor: Nonprofit organization

Address: http://www.ncpie.org/

Contact: ferguson@iel.org

Postal Address:
NCPIE
1201 16th Street NW, Box 39
Washington, DC 20036
202-822-8405
202-872-4050 (Fax)

5/98

Notes:

NATIONAL COALITION OF ADVOCATES FOR STUDENTS

Name: National Coalition of Advocates for Students (NCAS)

Sponsor: National Coalition of Advocates for Students

Description: NCAS is a national education advocacy organization with 22 member groups in 14 states that works to achieve equal access to a high-quality public education for vulnerable students—those who are poor, children of color, children who have recently immigrated, or children with disabilities. The organization focuses on students in kindergarten through grade 12. The organization's Web site features a listing of NCAS member organizations, information about NCAS National Projects, and a listing of NCAS publications.

Type of Sponsor: Nonprofit organization

Address: http://www.ncas1.org/

Contact: ncasmfe@aol.com

Postal Address:
NCAS
100 Boylston Street, Suite 737
Boston, MA 02116
617-357-8507

6/98

Notes:

NATIONAL FATHERHOOD INITIATIVE

Name: National Fatherhood Initiative (NFI)

Sponsor: National Fatherhood Initiative

Description: The National Fatherhood Initiative aims to improve the well-being of children by increasing the number of children growing up with loving, committed, and responsible fathers. NFI conducts public awareness campaigns promoting responsible fatherhood, organizes conferences and community fatherhood forums, provides resources to organizations seeking to establish support programs for fathers, publishes a quarterly newsletter, and disseminates informational material to men seeking to become more effective fathers. Resources provided on the NFI site include: (1) the "Fatherhood Resources Catalog" (with publications available to order); (2) "Fatherly Advice," full-text articles by Dr. Wade Horn, president of NFI, from his column in the *Washington Times;* (3) *Fatherhood Today,* a newsletter (Adobe Acrobat Reader software is necessary to view it); (4) "Tips from Fathers"; and (5) links to related sites.

Type of Sponsor: Nonprofit organization

Address: http://www.fatherhood.org/

Contact: nfi1995@aol.com

Postal Address:
National Fatherhood Initiative
One Bank Street, Suite 160
Gaithersburg, MD 20878
301-948-0599
301-948-4325 (Fax)

5/98

Notes:

NATIONAL INSTITUTE ON EARLY CHILDHOOD DEVELOPMENT AND EDUCATION

Name: National Institute on Early Childhood Development and Education

Sponsor: U.S. Department of Education, Office of Educational Research and Improvement (OERI)

Description: The National Institute on Early Childhood Development and Education sponsors research that investigates strategies and practices to promote professional development; empower families; enhance the development of children; and encourage collaboration among families, educators, communities, and policy makers. This Web site contains information about: (1) the Institute; (2) OERI-sponsored National Educational Research and Development Centers in general, and the Research Center at the University of North Carolina in particular; (3) the Early Childhood Research Working Group that links the Institute with other federal agencies and publishes the quarterly newsletter, *Early Childhood Update* (recent issues are available online); (4) competitive grants awarded by the Institute; and (5) links to other organizations.

Type of Sponsor: Government

Address: http://www.ed.gov/offices/OERI/ECI/

Contact: eci@inet.ed.gov

Postal Address:
National Institute on Early Childhood Development and Education
Office of Educational Research and Improvement
U.S. Department of Education
555 New Jersey Avenue NW
Washington, DC 20208
202-219-1935
202-273-4768 (Fax)

4/98

Notes:

NATIONAL INSTITUTE ON OUT-OF-SCHOOL TIME

Name: The National Institute on Out-of-School Time (NIOST), formerly The School-Age Child Care Project, at the Center for Research on Women at Wellesley College

Sponsor: Wellesley College Center for Research on Women

Description: NIOST seeks to improve the quantity and quality of school-age child care programs by collaborating with communities, individuals, and organizations. The project also hopes to raise public awareness and address policy and implementation challenges. The site includes a calendar of events, descriptions of current and ongoing projects, news on legislation affecting children, a list of publications available, and the full text of articles on school-age child care and related issues.

Type of Sponsor: College

Address: http://www.wellesley.edu/WCW/CRW/SAC/

Contact: Kate McGuire (kmcguire@wellesley.edu)

Postal Address:
National Institute on Out-of-School Time
Wellesley Center for Research on Women
106 Central Street
Wellesley, MA 02181
781-283-2547

5/98

Notes:

NATIONAL NETWORK FOR CHILD CARE

Name:	National Network for Child Care
Sponsor:	Cooperative State Research, Education and Extension Service (USDA); CYFERNet, the Cooperative Extension System's Children, Youth and Family Network
Description:	This site provides a database of over 1,000 full-text publications and resources; the KIDCARE electronic discussion group; support and assistance from four regional offices located in Mississippi, Idaho, Kansas, and Connecticut; and the full text of national newsletters for family child care, center-based care, and school-age child care.
Type of Sponsor:	Government, University
Address:	http://www.exnet.iastate.edu/Pages/families/nncc/
Contact:	Lesia Oesterreich, Family Life Extension Specialist (nnccdb@extension.umn.edu)
Postal Address:	Department of Human Development and Family Studies 1322 Elm Hall, Suite 1085 Iowa State University Ames, IA 50011-1322 515-294-0363

5/98

Notes:

NATIONAL PARENT INFORMATION NETWORK

Name: National Parent Information Network (NPIN)

Sponsor: ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois at Urbana-Champaign; ERIC Clearinghouse on Urban Education, Teachers College, Columbia University; U.S. Department of Education, Office of Educational Research and Improvement

Description: The National Parent Information Network offers information for parents and for those who work with them. Included are materials on raising children from birth through adolescence, including information on parent education programs, innovative program ideas, and parents as partners in their children's education. Materials from the National Urban League and other organizations are included, along with the monthly publication *Parent News*, a parenting calendar, and information on subscribing to the PARENTING-L online discussion group.

Type of Sponsor: Government, University

Address: http://npin.org/

Contact: Anne Robertson (arobrtsn@uiuc.edu)

Postal Address:
ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois at Urbana-Champaign
51 Gerty Drive
Champaign, IL 61820-7469
217-333-1386
800-583-4135
217-333-3767 (Fax)

5/98

Notes:

NATIONAL PARENT TEACHER ASSOCIATION

Name: Children First: The Web Site of the National PTA

Sponsor: National Parent Teacher Association (PTA)

Description: The National Parent Teacher Association site includes a history of the organization and information on its initiatives in child health and education. The site also contains news and events, press releases, and information about its publications, including *Our Children* magazine. Finally, the site has a large amount of information on the National PTA annual convention and links to state and local PTAs and child advocacy organizations.

Type of Sponsor: Nonprofit organization

Address: http://www.pta.org/

Contact: Patricia Yoxall, Director of Public Relations
(info@pta.org)

Postal Address: National Parent Teacher Association
330 N. Wabash Avenue, Suite 2100
Chicago, IL 60611
312-670-6782

5/98

Notes:

NATIONAL PLAYGROUND SAFETY INSTITUTE

Name: National Playground Safety Institute (NPSI)

Sponsor: National Recreation and Park Association (NRPA)

Description: This Web site provides articles on issues related to playground safety. Resources cover such topics as identifying 12 of the leading causes of injury on playgrounds, playground materials, equipment, lead paint hazards, and tips on playground safety. The site also contains information on NPSI training courses.

Type of Sponsor: Nonprofit organization

Address: http://www.nrpa.org/playsafe/playsafe.htm

Contact: info@nrpa.org

6/98

Notes:

NATIONAL PROGRAM FOR PLAYGROUND SAFETY

Name:	National Program for Playground Safety
Sponsor:	University of Northern Iowa; Centers for Disease Control and Prevention
Description:	This site provides parents, teachers, and school administrators with information on playground construction and maintenance, playground safety, and injury prevention. The site includes full-text articles on playground safety, such as "Keep Your Children Safe: A Parent's Quick Checklist" and "Planning a Play Area for Children," and resource lists on injury prevention, equipment manufacturers, and funding resources.
Type of Sponsor:	University, Government
Address:	http://www.uni.edu/coe/playgrnd/main.html
Contact:	playground-safety@uni.edu
Postal Address:	National Program for Playground Safety University of Northern Iowa School for Health, Physical Education and Leisure Services Cedar Falls, IA 50614-0161 800-544-PLAY (7529) 319-272-2416 319-273-5833 (Fax)

5/98

Notes:

NATIONAL RESEARCH CENTER ON THE GIFTED AND TALENTED

Name: National Research Center on the Gifted and Talented (NRCG/T)

Sponsor: National Research Center on the Gifted and Talented

Description: The National Research Center on the Gifted and Talented is a collaborative effort of several universities, state departments of education, public and private schools, consultants, and stakeholders representing professional organizations, parent groups, and businesses. Its goal is to develop, conduct, and disseminate research with practical implications for the education of gifted and talented students. This Web site describes the Center and provides abstracts of its publications, full-text articles from its newsletter, a product list, information on related education sites, an article on authentic enrichment clusters, and a bibliography on grouping.

Type of Sponsor: Nonprofit organization

Address: http://www.ucc.uconn.edu/~wwwgt/nrcgt.html

Contact: epsadm06@uconnvm.uconn.edu

Postal Address:
NRCG/T
University of Connecticut
362 Fairfield Road, U-7
Storrs, CT 06269-2007
860-486-4676
860-486-2900 (Fax)

6/98

Notes:

NATIONAL RESOURCE CENTER FOR HEALTH AND SAFETY IN CHILD CARE

Name: National Resource Center for Health and Safety in Child Care

Sponsor: U.S. Maternal and Child Health Bureau; University of Colorado

Description: The National Resource Center is located at the University of Colorado Health Sciences Center in Denver, Colorado, and is funded by the Maternal and Child Health Bureau, U.S. Department of Health and Human Services. To facilitate NRC's mission to promote health and safety in out-of-home child care settings throughout the nation, the Web site contains the text of the *National Health and Safety Performance Standards Guidelines for Out-of-Home Child Care Programs* (also known as *Caring for Our Children*). The site also includes a search engine, the full text of individual states' child care licensing regulations, names and addresses of project staff, and links to other child care Web sites.

Type of Resource: Government, University

Address: http://nrc.uchsc.edu/index.html

Contact: natl.child.res.ctr@uchsc.edu

Postal Address:
NRC for Health and Safety in Child Care
UCHSC School of Nursing
C-287
4200 E. 9th Avenue
Denver, CO 80262
800-598-KIDS
303-315-5215 (Fax)

5/98

Notes:

NATIONAL SCHOOL NETWORK EXCHANGE

Name: National School Network Exchange (NSN)

Sponsor: BBN; National Science Foundation (NSF)

Description: A resource for addressing the fundamental problems in establishing a universally accessible network of K-12 schools, the National School Network Exchange seeks to extend the national information infrastructure into schools and bring together classroom communities, teachers, collaborating institutions, and technology. Developed by BBN with NSF funding, the Exchange is the information center for the NSN and is a repository for NSN testbed research. The site is organized into six major areas: "About NSN"; "Membership"; "Community," which includes information about NSN projects; "NSN Resource Exchange," which includes six "desks" (these desks are collections of research, documentation, and online resources organized as: "Local Information Infrastructure Desk," "School-Community Projects Desk," "Professional Development Desk," "Standards, Evaluation, and Assessment Desk," "Curriculum and Instruction Desk," and "Research Desk"); "News and Information," which includes the full-text NSN newsletter; and "Discussions."

Type of Sponsor: Commercial, Government

Address: http://nsn.bbn.com/

Contact: nsinfo@nsn.bbn.com

Postal Address:
BBN, Inc.
Educational Technologies Group
150 CambridgePark Drive
Cambridge, MA 02140
617-873-2000
617-873-5011 (Fax)

5/98

Notes:

204

NATIONAL SCHOOL SAFETY CENTER

Name:	National School Safety Center (NSSC)
Sponsor:	U.S. Department of Education; Pepperdine University; Office of Juvenile Justice and Delinquency Prevention
Description:	The National School Safety Center was created by presidential directive in 1984 to meet the growing need for additional training and preparation in the areas of school crime and violence prevention. Affiliated with Pepperdine University, NSSC provides technical assistance, legal and legislative aid, and publications and films. This Web site describes the organization and offers news on relevant topics, highlights of statistical studies, and information on ordering its publications and participating in its training events.
Type of Sponsor:	Government, University
Address:	http://www.nssc1.org/
Contact:	june@nssc1.org
Postal Address:	National School Safety Center 4165 Thousand Oaks Boulevard, Suite 290 Westlake Village, CA 91362 805-373-9977 805-373-9277 (Fax)

6/98

Notes:

205

NATIVE AMERICAN SITE

Name: Native American Site

Sponsor: Lisa Mitten

Description: This site, maintained by Lisa Mitten, a librarian at the University of Pittsburgh and a mixed-blood Native American, is one of the largest Web sites linking to other sites on Native American culture. The site provides links in categories such as individual Native nations; Native organizations and urban Indian centers; powwows and festivals; sources for Indian music; Native arts organizations and individuals (artists, performers, celebrities, actors); and actresses, storytellers, authors, activists. The section "General Indian-Oriented Home Pages" contains links to sites of general educational value.

Type of Sponsor: Individual

Address: http://www.pitt.edu/~lmitten/indians.html

Contact: Lisa Mitten (lmitten@vms.cis.pitt.edu)

Postal Address:
Lisa A. Mitten
Social Sciences Bibliographer
G20-U Hillman Library
University of Pittsburgh
Pittsburgh, PA 15260
412-648-7798 (Fax)

6/98

Notes:

NEC*TAS

Name:	NEC*TAS—National Early Childhood Technical Assistance System
Sponsor:	Frank Porter Graham Child Development Center at the University of North Carolina, Chapel Hill; U.S. Department of Education, Office of Special Education Programs
Description:	NEC*TAS assists states and other designated governing jurisdictions as they develop multidisciplinary, coordinated, culturally sensitive, and comprehensive services for children with special needs, birth through age 8, and their families. This site provides an overview of IDEA (Individuals with Disabilities Act) and information about the three major programs under IDEA which NEC*TAS supports: Part C (Early Intervention for Infants and Toddlers with Disabilities), Section 619 (Preschool Grants Programs), and EEPCD (Early Education Program for Children with Disabilities). The site includes information about and minutes of the meetings of the Federal Interagency Coordinating Council (FICC), a complete listing of resources (publications) available from NEC*TAS, and a list of other resources on the World Wide Web related to providing services to young children with disabilities and their families.
Type of Sponsor:	Government, University
Address:	http://www.nectas.unc.edu/
Contact:	nectas@unc.edu
Postal Address:	NEC*TAS 500 NationsBank Plaza 137 E. Franklin Street Chapel Hill, NC 27514 919-962-2001 919-962-8300 (TDD) 919-966-7463 (Fax)

5/98

Notes:

NORTH AMERICAN MONTESSORI TEACHERS' ASSOCIATION

Name: North American Montessori Teachers' Association (NAMTA)

Sponsor: North American Montessori Teachers' Association

Description: This Web site provides organizational information about NAMTA, along with information about Montessori, conferences, NAMTA publications and projects, and resources for teachers, parents, and administrators (some are full text).

Type of Sponsor: Nonprofit organization

Address: http://www.montessori-namta.org/

Contact: NAMTAmail@aol.com

Postal Address:
North American Montessori Teachers' Association
11424 Bellflower Road
Cleveland, OH 44106
216-421-1905
216-421-8193 (Fax)

6/98

Notes:

NUTRITION FACT SHEETS

Name:	Nutrition Fact Sheets
Sponsor:	American Dietetic Association
Description:	These monthly fact sheets provide full-text articles on numerous health and eating-related topics for children and adults, such as children's fitness, nutrition, snacking, breakfast, and benefits of exercise.
Type of Sponsor:	Nonprofit organization
Address:	http://www.eatright.org/nufactsheet.html
Contact:	webmaster@eatright.org
Postal Address:	American Dietetic Association 216 W. Jackson Boulevard Chicago, IL 60606-6995 312-899-0040 312-899-1979 (Fax)

6/98

Notes:

OAK SOFTWARE REPOSITORY

Name:	OAK Software Repository
Sponsor:	Oakland University
Description:	This is a large repository of MS-DOS, MS-Windows, Mac, and other software. It includes educational software for preschool and elementary-age children. These particular software items can be located through a keyword search at the beginning of the repository. The software is available in a variety of languages and features games, flash cards, quizzes, and worksheets. Some of the software is targeted toward teachers or parents to use in the development of activities for children.
Type of Sponsor:	University
Address:	http://www.acs.oakland.edu/oak.html
Contact:	archives@oakland.edu
Postal Address:	Office of Computer and Information Services Oakland University Rochester, MI 48309-4401

5/98

Notes:

OBSERVATORIUM

Name: Observatorium

Sponsor: NASA; West Virginia University; BDM International

Description: NASA's Observatorium is a public access site for Earth and space data. In addition to sections on topics such as space flight, fun and games, and aeronautics, it contains an education section with NASA education projects organized by grade level—K-6, 7-9, 10-12, and post-12.

Type of Sponsor: Government, University, Commercial

Address: http://observe.ivv.nasa.gov/nasa/core.shtml

Contact: Observatorium Curator (curator@rspac.ivv.nasa.gov)
John Griggs, NASA Representative (cotr@rspac.ivv.nasa.gov)

5/98

Notes:

OREGON'S CHILDHOOD CARE AND EDUCATION CAREER DEVELOPMENT SYSTEM

Name: Oregon's Childhood Care and Education Career Development System

Sponsor: Portland State University

Description: This site describes Oregon's Childhood Care and Education Career Development System, which facilitates the professionalization of practitioners, including those who work in child care centers, family child care, school age programs, nanny programs, and Head Start. The site includes information on the System's goals and guiding principles, issues facing early childhood care and education, and legislation in Oregon that reflects the priority the state has placed on childhood care and education.

Type of Sponsor: University

Address: http://www-adm.pdx.edu/user/psy/ccecrdev/homepage.htm

Contact: Carol A. Morgaine (carol@ch1.ch.pdx.edu)

Postal Address:
Portland State University
P.O. Box 751-PSY
Portland, OR 97215-0751
503-725-8527
503-725-8529

5/98

Notes:

PARENTS AND CHILDREN TOGETHER ONLINE

Name:	Parents and Children Together Online
Sponsor:	Family Literacy Center, ERIC Clearinghouse on Reading, English, and Communication, Indiana University
Description:	The goal of this online magazine is to further the cause of family literacy by bringing parents and children together through the magic of reading. *Parents and Children Together Online* features articles and stories which can be read to children. In addition, a special section for parents features full-text articles on issues related to children's reading and writing and book reviews of recent children's literature.
Type of Sponsor:	Government, University
Address:	http://www.indiana.edu/~eric_rec/fl/pcto/menu.html
Contact:	disted@indiana.edu
Postal Address:	Parents and Children Together Online ERIC Clearinghouse on Reading, English, and Communication 2805 E. 10th Street, Suite 150 Bloomington, IN 47408-2698 800-759-4723

5/98

Notes:

PARENTS HELPING PARENTS

Name:	Parents Helping Parents (PHP)
Sponsor:	Parents Helping Parents
Description:	PHP is a parent-directed family resource center serving children with special needs, their families, and the professionals who serve them. This site provides information about PHP's activities, a searchable resource directory of organizations and associations on special needs, information about obtaining materials from PHP's library, an "online bookstore," information about support groups, and links to related sites.
Type of Sponsor:	Nonprofit organization
Address:	http://www.php.com/
Postal Address:	PHP 3041 Olcott Street Santa Clara, CA 95054-3222 408-727-5775 408-727-0182 (Fax)

6/98

Notes:

PARTNERSHIP FOR FAMILY INVOLVEMENT IN EDUCATION

Name: Partnership for Family Involvement in Education

Sponsor: U.S. Department of Education

Description: The Partnership for Family Involvement's mission is to promote children's learning through the development of family-school-community partnerships. This Web site can be navigated from the perspective of a particular partner sector (family-school, employers for learning, community organizations, or religious groups). Other sections include information on Satellite Town Meetings; "Resources and Programs," including full-text Department publications, online resources, and federal resources; and "Nationwide Initiatives," such as "America Goes Back to School," "America Reads Challenge: READ*WRITE*NOW!," and "Think College Early."

Type of Sponsor: Government

Address: http://www.ed.gov/PFIE/index.html

Contact: Partner@ed.gov

6/98

Notes:

PATHWAYS TO SCHOOL IMPROVEMENT

Name: Pathways to School Improvement

Sponsor: North Central Regional Educational Laboratory/Regional Educational Laboratory Network

Description: Pathways to School Improvement guides educators in addressing school improvement issues concerning students, educators, content, methods, and environment. "Critical Issues" and other full-text resources within each of these areas contain action-oriented summaries of research and practice, descriptions of schools that have already addressed the issue, and collections of materials to support change. There is a section devoted to school improvement issues in early childhood education that deals with the following issues: organizing for effective early childhood programs and practices, and assessing young children's progress appropriately (others are under development).

Type of Sponsor: Government

Address: http://www.ncrel.org/sdrs/pathwayg.htm

Contact: info@ncrel.org

5/98

Notes:

THE PEDIATRIC DATABASE

Name: The Pediatric Database (PEDBASE)

Sponsor: Dr. Alan Gandy

Description: PEDBASE contains descriptions of over 550 childhood illnesses. Information on each disorder has been obtained from at least three sources. The purpose of the database is to provide information on various pediatric disorders. It is also possible to download the database.

Type of Sponsor: Individual

Address: http://www.icondata.com/health/pedbase/

Contact: gandy@atcon.com
Atlantic Connect (PEI) Inc.
902-888-3399

5/98

Notes:

PEDIATRIC PRIMER

Name: Pediatric Primer

Sponsor: Children's Medical Center of Dallas

Description: The Pediatric Primer is a monthly publication of the Children's Medical Center of Dallas which features two topics each month from the general areas of child development and/or accident prevention. These topics are intended to serve parents and caregivers with basic information on a particular health issue. Examples of topics covered include mononucleosis, pinkeye, bike helmets, ear infections, and fire ant bites.

Type of Sponsor: Hospital

Address: http://www.childrens.com/primtabl.htm

5/98

Notes:

PEOPLE OF EVERY STRIPE

Name: People of Every Stripe

Sponsor: People of Every Stripe

Description: This is the Web site for a company that makes a wide range of dolls for classroom use. Dolls available include ethnic dolls, as well as dolls with disabilities and other differences (for example, a "heavy doll"). The site features a link to an online version of the companion newsletter provided to purchasers of the doll. The articles in the newsletter cover topics such as multicultural education, children's understanding of identity and prejudice, and ways to use the dolls in the classroom. Children's books are also reviewed in the newsletter.

Type of Sponsor: Commercial

Address: http://www.teleport.com/~people/

Contact: people@teleport.com

Postal Address:
People of Every Stripe
P.O. Box 12505
Portland, OR 97212
503-282-0612
503-282-0615 (Fax)

5/98

Notes:

PEP: PARENTS–EDUCATORS–PUBLISHERS

Name:	PEP: Parents–Educators–Publishers
Sponsor:	Custom Computers for Kids
Description:	The PEP site is an information source for parents, educators, and children's software publishers. It has a listing of educational software publishers, software reviews, a computer calendar, a list of computer camps for kids, and descriptions of school projects that incorporate technology in the classroom.
Type of Sponsor:	Commercial
Address:	http://www.microweb.com/pepsite/
Contact:	Anne Bubnic (OCKidTalk@aol.com)
Postal Address:	Custom Computers for Kids 3 Oak Forest Road Novato, CA 94949-6631 415-382-1818 415-382-1717 (Fax)

5/98

Notes:

PERPETUAL PRESCHOOL

Name: Perpetual Preschool

Sponsor: Daylene Brackbill

Description: This site presents preschool teachers' ideas for various classroom activities organized in "Learning Centers." Sections include art area, block area, dramatic play area, math and manipulation area, quiet area, sand and water table ideas, and science area. The site also contains information on other topics such as music and movement, outdoor play, High/Scope, health and safety, and professional development. Teachers are encouraged to submit ideas for posting.

Type of Sponsor: Individual

Address: http://members.aol.com/aactchrday/index.html

Contact: Daylene Brackbill (aactchrday@aol.com)

Postal Address: Perpetual Preschool
815 Magnolia
Upland, CA 91786

5/98

Notes:

PRESCHOOL TEACHER

Name: Preschool Teacher

Sponsor: Stormie Seevers

Description: This site contains curriculum and activity ideas for preschool classrooms, arranged by month. The site's creator attempts to: (1) follow guidelines for "developmentally appropriate practices" as set forth by NAEYC; (2) plan activities that reflect the ethnic and cultural backgrounds of all children in the classroom; (3) for the most part, avoid worksheets and "craft" projects, opting instead to provide open-ended activities; (4) teach letter and number recognition through games and everyday activities, not rote memorization and printing; (5) allow children to learn at their own pace through discovery learning centers; (6) include a variety of activities in math, science, language, music and movement, creative drama, and art; (7) focus on skills in the areas of thinking, physical, social/emotional, and language development; and (8) be flexible.

Type of Sponsor: Individual

Address: http://www.bv.net/~stormie/

Contact: Stormie Seevers (stormie@bv.net)

6/98

Notes:

PRESCHOOL ZONE

Name: Preschool Zone: Resources for Early Childhood Special Education

Sponsor: Linda Bastiani

Description: This site, devoted to preschool special education, offers teaching ideas organized by theme, along with a database of teaching ideas to download. Links to school Web pages and research articles on special education issues are provided. There is also an opportunity to submit and respond to (via email) personal accounts about how inclusion is being implemented around the country.

Type of Sponsor: Individual

Address: http://www4.mcps.k12.md.us/schools/PEP/pz.html

Contact: bastiani@umd5.umd.edu

6/98

Notes:

PREVLINE: PREVENTION ONLINE

Name: PREVLINE: Prevention Online

Sponsor: National Clearinghouse for Alcohol and Drug Information

Description: The PREVLINE site provides access to 10 searchable databases and various prevention materials, including the *Prevention Primer,* a reference tool for prevention practitioners. The primer incorporates the principles of a public health approach to preventing alcohol, tobacco, and other drug problems in its summaries of issues and strategies. It provides a brief history of prevention efforts and an overview of key topics, issues, principles, and approaches that have proven successful. The *Prevention Primer* can be accessed from the "Publications Catalog" section of the site under titles for "Prevention Program Planners," or directly at http://www.health.org/pubs/primer/. PREVLINE also has links to a section for kids that includes "Be Smart, Don't Start," "How Can I Say No?," and "Internet Safety."

Type of Sponsor: Nonprofit organization

Address: http://www.health.org/

Contact: webmaster@health.org

Postal Address:
National Clearinghouse for Alcohol and Drug Information
P.O. Box 2345
Rockville, MD 20847-2345
800-729-6686
301-468-2600
800-487-4899 (TDD)
301-468-6433 (Fax)

5/98

Notes:

PROJECT APPLESEED

Name: Project Appleseed

Sponsor: The National Campaign for Public School Improvement

Description: Project Appleseed is a nonprofit national campaign advocating improvement in public schools by increasing parental involvement in all 15,000 public school districts in the United States. Through this Web site, the campaign gives parents, educators, and administrators the ability to start parental involvement campaigns in their local schools. Features of this site include: the parental involvement pledge to be distributed in schools; information on workshops; full-text articles, handbooks, checklists, and other resources which provide information on parent involvement; the *Project Appleseed Today* newsletter; and links to other educational sites.

Type of Sponsor: Nonprofit organization

Address: http://members.aol.com/pledgenow/appleseed/index.html

Contact: pledgenow@aol.com
appleseed@k12mail.com

Postal Address: Project Appleseed
National Campaign Headquarters
7209 Dorset at Midland Boulevard
St. Louis, MO 63130-3017
314-725-2319 (Fax)

6/98

Notes:

THE PROJECT APPROACH

Name: The Project Approach

Sponsor: Dr. Sylvia Chard, in conjunction with the University of Alberta

Description: This site is about the "project approach," which involves in-depth study of a topic undertaken by a class, a group, or an individual child. It includes a discussion of what projects are, an outline of how to conduct a project, and examples of several projects such as "The Cafeteria," "The Hospital," "Rocks," and "The Iditarod." Teachers are invited to submit a summary of a project they have done in their classroom for possible inclusion on the site. The site also includes information on how to join an unmoderated listserv dedicated to the project approach.

Type of Sponsor: Individual, University

Address: http://www.ualberta.ca/~schard/projects.htm

Contact: Dr. Sylvia Chard (Sylvia.Chard@UAlberta.Ca)

Postal Address:
Dr. Sylvia Chard
Department of Elementary Education
551 Education Centre South
University of Alberta
Edmonton, Alberta T6G 2G5
403-492-4273 ext. 236

5/98

Notes:

226

READYWEB

Name: ReadyWeb

Sponsor: ERIC Clearinghouse on Elementary and Early Childhood Education

Description: The focus of this site is twofold: helping children get ready for school and helping schools get ready for children. An explanation of the difference between these two concepts entitled *Readiness: Children and Schools* is provided in an ERIC digest by Dr. Lilian G. Katz. The site features a full-text virtual library divided into these sections: (1) "Tips for Parents"; (2) "Research, Statistics, and Definitions"; and (3) "Getting Schools Ready for Children." The virtual library contains full-text copies of ERIC Digests, articles, and other resources on these topics. The site also provides a bibliography of additional resources and links to other publications on these topics, as well as a search engine.

Type of Sponsor: Government, University

Address: http://readyweb.crc.uiuc.edu/

Contact: readyweb@ericps.crc.uiuc.edu

Postal Address:
ReadyWeb
c/o ERIC/EECE
University of Illinois
51 Gerty Drive
Champaign, IL 61820-7469
800-583-4135
217-333-1386
217-333-3767 (Fax)

6/98

Notes:

RESOURCES FOR MULTIAGE EDUCATION HOME PAGE

Name: Resources for Multiage Education Home Page

Sponsor: Russell Yates, Chimacum Elementary School

Description: This Web site is dedicated to helping teachers and administrators interested in multiage education find and gather relevant resources. It contains materials that teachers at Chimacum Elementary and other educators have collected, created, or modified, along with links to other places on the Web and references to print materials that were found to be especially helpful.

Type of Sponsor: Individual, School

Address: http://www.chimacum.wednet.edu/elementary/Resources.html

Contact: Russell Yates (graywolf@olympus.net)

Postal Address:
Chimacum Elementary School
P.O. Box 278
Chimacum, WA 98325

6/98

Notes:

RETHINKING SCHOOLS ONLINE

Name: Rethinking Schools Online

Sponsor: Rethinking Schools

Description: Rethinking Schools began as a local effort by Milwaukee-area teachers to improve education in their own classrooms and schools and to help shape reform throughout the public school system in the United States. Since its founding in 1986, it has grown into a nationally prominent publisher of educational materials. Its Web site includes articles from its quarterly journal, information about its publications, and a selection of links to Web sites for educators and activists. A search of the site's index of articles will identify articles related to early childhood education.

Type of Sponsor: Nonprofit organization

Address: http://www.rethinkingschools.org/

Contact: webrs@execpc.com

Postal Address:
1001 E. Keefe Avenue
Milwaukee, WI 53212
414-964-9646
800-669-4192
414-964-7220 (Fax)

6/98

Notes:

SCHOOL IMPROVEMENT RESEARCH SERIES

Name: School Improvement Research Series

Sponsor: Northwest Regional Educational Laboratory (NWREL)

Description: This site, created by the Northwest Regional Educational Laboratory, one of a network of regional educational laboratories funded by the U.S. Department of Education, includes the full text of: (1) topical syntheses of research findings and bibliographic information on special topics; (2) close-ups (brief articles) on specific methods and techniques that can be adopted as part of school improvement efforts, including statements of research results, examples of practices, and bibliographic information; and (3) snapshots (descriptive articles) describing exemplary uses of effective schooling practices.

Type of Sponsor: Government

Address: http://www.nwrel.org/scpd/sirs/

Contact: webmaster@nwrel.org

Postal Address:
NWREL
101 SW Main Street, Suite 500
Portland, Oregon 97204
503-275-9519
503-275-9489

6/98

Notes:

SCHOOLS AND LIBRARIES CORPORATION

Name:	Schools and Libraries Corporation
Sponsor:	Schools and Libraries Corporation
Description:	The Schools and Libraries Corporation is an entity created by the Federal Communications Commission (FCC) to process applications from schools and libraries for discounted rates ("E-rate") for telecommunications services. This Web site provides information about applying for these services.
Type of Sponsor:	Government
Address:	http://www.slcfund.org/
Contact:	question@slcfund.org 888-203-8100 888-276-8736 (Fax)

6/98

Notes:

SCIENCE LEARNING NETWORK

Name: Science Learning Network (SLN)

Sponsor: National Science Foundation; Unisys

Description: The Science Learning Network includes educators, students, schools, and science museums. The SLN project exploits inquiry-based teaching approaches and online technology to demonstrate a new model for science education for grades K-8. The Web site presents projects designed by participating museums, a chat room and bulletin board to encourage communication, and links to various science museum Web sites.

Type of Resource: Government, Commercial

Address: http://www.sln.org/

Contact: webteam@www.sln.org

5/98

Notes:

THE SCOOP: CHILDREN'S BOOK NEWS

Name:	The Scoop: Children's Book News
Sponsor:	The Scoop
Description:	This site offers reviews of children's books; activities for children; information about books and activities for teachers, educators, and home schoolers; special interviews with authors and illustrators; and links to other sites. Early childhood materials are included.
Type of Sponsor:	Commercial
Address:	http://www.friend.ly.net/scoop/
Contact:	scoop@friend.ly.net

6/98

Notes:

SEARCH INSTITUTE

Name: Search Institute

Sponsor: Search Institute

Description: The Search Institute is an independent, nonprofit organization committed to contributing to the knowledge base about child and youth development, as well as translating high-quality research on children and youth into practical ideas, tools, services, and resources. Information is available for communities, families, schools, youth-serving organizations, congregations, policy makers, and visitors. The site features the following sections: "What's New," "Research," "Publications and Resources" (some are full-text), "Training," and "Participate."

Type of Sponsor: Nonprofit organization

Address: http://www.search-institute.org/

Contact: si@search-institute.org

Postal Address:
Search Institute
700 S. Third Street
Minneapolis, MN 55415-1138
612-376-8955
800-888-7828

6/98

Notes:

234

SEA WORLD/BUSCH GARDENS ANIMAL INFORMATION DATABASE

Name: Sea World/Busch Gardens Animal Information Database

Sponsor: Sea World and Busch Gardens, Inc.

Description: In order to increase student competency in science and other disciplines while creating an appreciation and respect for living creatures and the natural environment, this database aims to be an educational resource for all members of the community. The "Animal Resources" section contains detailed information and graphics about various animals. The "Career Information" section provides opportunities to learn about careers in marine science. The "Educational Resources" section includes curriculum guides at three educational levels: K-3, 4-8, and 9-12. "What's New on the Database?" provides updated information about additions and changes to the database. "Shamu TV" provides 30-minute educational programs to be used in classrooms.

Type of Sponsor: Commercial

Address: http://www.seaworld.org/

Contact: shamu@seaworld.org

Postal Address:
Sea World Florida
Education Department
7007 Sea World Drive
Orlando, FL 32821-8097
407-351-3600
800-406-2244

Busch Gardens Tampa
Conservation and Education Department
P.O. Box 9158
Tampa, FL 33674-9158
813-987-5171

5/98

Notes:

Name: SERI: Special Education Resources on the Internet

Sponsor: Roseann Horner

Description: Special Education Resources on the Internet is a hub site with numerous links to Internet-accessible information resources of interest to those involved in fields related to special education. Topics are: general disabilities information, university-based information, disability products and commercial sites, associations and national organizations, legal and law resources, parents' and educators' resources, special education discussion groups, medicine and health, mental retardation, hearing impairment, physical and health disorders, behavior disorders, learning disabilities, vision impairment, attention deficit disorder, autism, speech impairment, gifted and talented, special needs and technology, psychology, inclusion resources, and transition resources.

Type of Sponsor: Individual

Address: http://www.hood.edu/seri/serihome.htm

Contact: Roseann Horner (horner2@ix.netcom.com)

6/98

Notes:

SPECIALINK: THE NATIONAL CHILD CARE INCLUSION NETWORK

Name: SpeciaLink: The National Child Care Inclusion Network

Sponsor: SpeciaLink

Description: SpeciaLink is a Canadian resource and research helpline which provides personalized responses to specific questions received via email or its 800 number; referrals to other organizations; and sources of help, information, and technical assistance. It also provides the SpeciaLink newsletter (full-text on this site), fact sheets, books and videos, and a speaker's bureau. The goal of SpeciaLink is to expand the quality and quantity of opportunities for inclusion in child care, recreation, education, and other community settings to young children with special needs and their families.

Type of Sponsor: Nonprofit organization

Address: http://highlander.cbnet.ns.ca/~specialink/

Contact: speclink@highlander.cbnet.ns.ca

Postal Address:
SpeciaLink
P.O. Box 775
Sydney, Nova Scotia B1P 6G9
902-562-1662
800-840-LINK
902-539-9117 (Fax)

6/98

Notes:

SUPERKIDS EDUCATIONAL SOFTWARE REVIEW

Name:	SuperKids Educational Software Review
Sponsor:	Knowledge Share LLC (supported by various commercial sponsors and advertisers)
Description:	SuperKids strives to be an impartial source of information about children's software for parents and teachers. The reviews are compiled by a staff editor based on review forms completed by a team of parents, teachers, and children. The site contains reviews of math, art and drawing, and early learning software, among others.
Type of Sponsor:	Commercial
Address:	http://www.superkids.com/
Contact:	editor@superkids.com

5/98

Notes:

238

TEACHER/PATHFINDER

Name: Teacher/Pathfinder: An Educational Internet Village

Sponsor: U.S. Department of Education

Description: Organized as a "village," this hub site provides links to various education-related sites in categories such as "community center," "support offices," "schoolhouse," "parent building," and "professional development," as well as links to a "teachers' village" and sites related to Goals 2000. The schoolhouse section provides links for lesson plan ideas in several subject areas. It also provides links on the following topics: general education resources, immersive curriculum, integrated curriculum, library, special needs, school reform, school to work, and assessment.

Type of Sponsor: Government

Address: http://teacherpathfinder.org/

Contact: Dianne Eash, Project Director (deash@aol.com)

6/98

Notes:

TEACHERS.NET

Name:	Teachers.Net
Sponsor:	Teachers.Net
Description:	This site offers numerous resources for teachers, both for lesson planning and networking. A search engine is provided to locate lesson plans (users can search by age level; for example, "preschool"); chat boards are available; a "library" section offers links to reference materials; and announcements and job information are provided.
Type of Sponsor:	Commercial
Address:	http://www.teachers.net/
Contact:	info@teachers.net webmaster@teachers.net
Postal Address:	Teachers.Net 3820 Haines Street, Suite 1 San Diego, CA 92109-6345 619-272-3274

6/98

Notes:

240

TRIED AND TRUE: TESTED IDEAS FOR TEACHING AND LEARNING

Name: Tried and True: Tested Ideas for Teaching and Learning from the Regional Educational Labs

Sponsor: U.S. Department of Education

Description: This Web site summarizes 16 tested ideas for improving teaching and learning which were developed by, and are available from, the Regional Educational Laboratories (contact information is provided for each summary). The Regional Educational Laboratory Program (the "Lab Program") is the U.S. Department of Education's largest research and development investment and is designed to help educators, policy makers, and communities improve schools and help all students attain their full potential. Administered by the Office of Educational Research and Improvement (OERI), the network of 10 Regional Labs works to ensure that those involved in educational improvement at the local, state, and regional levels have access to the best available research and knowledge from practice.

Type of Sponsor: Government

Address: http://www.ed.gov/pubs/triedandtrue/index.html

6/98

Notes:

UNICEF

Name: UNICEF

Sponsor: United Nations Children's Fund

Description: The United Nations Children's Fund is the United Nations organization devoted to the well-being of the world's children. UNICEF focuses on child survival and development, the rights of children, and human development. Several full-text UNICEF publications are available on this site, including *State of the World's Children, Progress of Nations,* the text of the *Convention of the Rights of the Child,* and the *World Summit for Children* papers.

Type of Sponsor: Nonprofit organization

Address: http://www.unicef.org/

Contact: netmaster@unicef.org

Postal Address:
UNICEF Headquarters
UNICEF House
3 UN Plaza
New York, NY 10017
212-326-7000
212-888-7465 (Fax)
212-888-7454 (Fax)

5/98

Notes:

U.S. CHARTER SCHOOLS

Name: U.S. Charter Schools

Sponsor: WestEd; California State University Institute for Education Reform;
U.S. Department of Education

Description: This site gives an overview of the charter school movement, with selected references to organizations and resources that provide helpful information to those practitioners, policy makers, and members of the public beginning to look at charter schools. Major areas of the site cover starting and running charter schools (full-text resources are available), state and school profiles, directory resources and links, and searching other charter school sites.

Type of Sponsor: Nonprofit organization, University, Government

Address: http://www.uscharterschools.org/

6/98

Notes:

U.S. DEPARTMENT OF EDUCATION

Name:	U.S. Department of Education
Sponsor:	U.S. Department of Education
Description:	This site provides a wide range of information of interest to early childhood educators and many links that make it a central site in finding and using education-related information on the Internet. Of special interest is the *Teacher's Guide to the U.S. Department of Education*. The site contains listings and contact information for Department personnel; press releases and speeches; and points to all regional educational laboratories, ERIC Clearinghouses, and federally funded research centers that have Web sites. The full texts of many publications for parents and for early childhood and K-3 educators are also included.
Type of Sponsor:	Government
Address:	http://www.ed.gov/
Contact:	webmaster@inet.ed.gov CustomerService@inet.ed.gov
Postal Address:	U.S. Department of Education 600 Independence Avenue SW Washington, DC 20202-0498 800-USA-LEARN 800-437-0833 (TTY) 202-401-0689 (Fax)

5/98

Notes:

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

Name: U.S. Department of Health and Human Services (DHHS)

Sponsor: U.S. Department of Health and Human Services

Description: This site is useful in identifying programs, grant recipients, and organizations funded by DHHS. It provides information about DHHS, its agencies, and its employees, in addition to consumer and policy information. Of particular interest is the link to the Administration for Children and Families. Their page features information on a variety of programs such as Head Start and the Child Care Bureau.

Type of Sponsor: Government

Address: http://www.os.dhhs.gov/

Contact: For comments about the Web page: Webmaster@os.dhhs.gov
To contact HHS Secretary or officials: hhsmail@os.dhhs.gov

Postal Address: U.S. Department of Health and Human Services
200 Independence Avenue SW
Washington, DC 20201
202-619-0257

4/98

Notes:

U.S. STATE DEPARTMENT OFFICE OF OVERSEAS SCHOOLS

Name:	U.S. State Department Office of Overseas Schools
Sponsor:	U.S. Department of State
Description:	This site provides contact and background information on worldwide American-sponsored elementary and secondary schools overseas, current fact sheets on the 192 American international schools, and helpful job hunting links.
Type of Sponsor:	Government
Address:	http://dosweb.lib.uic.edu/www/about_state/schools/
Contact:	Keith D. Miller, Director (keith.d.miller@dos.us-state.gov) 703-875-7975
Postal Address:	Office of Overseas Schools U.S. Department of State Room 245, SA-29 Washington, DC 20522-2902 703-875-7800 703-875-7979 (Fax)

6/98

Notes:

WALDORF EDUCATION

Name: Waldorf Education

Sponsor: Rudolf Steiner College

Description: Waldorf education (kindergarten through high school) is an alternative educational philosophy that "strives to awaken the child to his or her full potential by educating the whole human being, hand and heart as well as mind. Recognizing basic laws of child development and using innovative educational practices with a rich curriculum, Waldorf teachers strive to cultivate in their students a love of learning, imagination, and compassion for others, as well as clear thinking and academic excellence." This Web page describes the Waldorf philosophy and provides information on courses and links to related sites.

Type of Sponsor: College

Address: http://www.steinercollege.org/waldorf/index.html

Contact: Stephen Cradock (cradock@steinercollege.org)

Postal Address:
Rudolf Steiner College
9200 Fair Oaks Boulevard
Fair Oaks, CA 95628
916-961-8727

6/98

Notes:

WEB66

Name:	Web66: A K12 World Wide Web Project
Sponsor:	University of Minnesota College of Education & Human Development and the Center for Applied Research and Educational Improvement; Hillside Elementary School; 3M
Description:	Intended to invoke the image of the original Route 66, which became a symbol of the highway system that first linked the United States geographically, Web66 offers information to educators who want to set up their own Internet servers. Key features include a registry of K-12 schools on the Web; "Mustang" (a Web "cruising vehicle"), which provides several resources to help educators use the Internet effectively; and a mail discussion group for teachers.
Type of Sponsor:	University, School, Commercial
Address:	http://web66.coled.umn.edu/
Contact:	Stephen E. Collins, Webmaster (WebMaster@web66.umn.edu)

5/98

Notes:

WHALES: A THEMATIC WEB UNIT

Name: Whales: A Thematic Web Unit

Sponsor: Kimberlye P. Joyce

Description: This Web site on whales provides a thematic unit for cooperative learning across an integrated curriculum. Teachers can access lesson plans, bibliographies, book reviews, a glossary, a virtual field trip, and homework suggestions. Student activities (some are aimed at K-3 students) include whale-related projects in language arts, math, science, critical thinking, and social studies. There are also links to other whale-related sites, including The Directory of Aquaria, an exhibit at the Smithsonian called Ocean Planet, and the Whale Adoption project.

Type of Sponsor: Individual

Address: http://curry.edschool.Virginia.EDU/go/Whales/

Contact: Kimberlye P. Joyce, Curator (kjoyce@richmond.edu)

Postal Address:
Kimberlye P. Joyce
University Computing
Jepson Hall G12
University of Richmond
Richmond, VA 23172
804-287-6872
804-289-8988 (Fax)

5/98

Notes:

WHITE HOUSE CONFERENCE ON EARLY DEVELOPMENT AND LEARNING

Name:	White House Conference on Early Development and Learning
Sponsor:	White House
Description:	This Web page describes the April 17, 1997 White House Conference on Early Development and Learning. In addition to describing the conference, the site features the Children's Health and Safe Start Initiatives, remarks by the President and First Lady at the conference on the importance of the earliest years of life for brain development, and policy announcements related to these initiatives.
Type of Sponsor:	Government
Address:	http://www.whitehouse.gov/WH/New/ECDC/
Contact:	president@whitehouse.gov

6/98

Notes:

250

A WORLD OF KINDERGARTENS

Name: A World of Kindergartens

Sponsor: A World of Kindergartens

Description: The information found at this site comes from a discussion list composed of kindergarten, pre-primary, preschool, and primary teachers from around the world who joined together to provide curriculum support to each other. Teaching resources are provided alphabetically, along with links to other useful sites.

Type of Sponsor: Individual

Address: http://www.iup.edu/~njyost/KHI/KHI.htmlx

Contact: Nancy (njyost@grove.iup.edu)

6/98

Notes:

ZERO TO THREE

Name: ZERO TO THREE: National Center for Infants, Toddlers & Families

Sponsor: ZERO TO THREE

Description: ZERO TO THREE fosters a multidisciplinary network of people around the country who are concerned about the needs of infants, toddlers, and families. It also functions as an Early Head Start National Resource Center and develops and conducts training for the birth to 3 programs that are part of Head Start. The ZERO TO THREE site is divided into two major sections, "For Parents" and "For Professionals." The section for professionals describes programs, projects, and professional development services sponsored by the organization and offers information on publications that can be ordered, including the *Zero to Three Bulletin.*

Type of Sponsor: Nonprofit organization

Address: http://www.zerotothree.org/

Contact: 0to3@zerotothree.org

Postal Address:
ZERO TO THREE
734 15th Street NW
Washington, DC 20005
202-638-1144
202-638-0851 (Fax)

5/98

Notes:

Chapter 4

Finding and Using ERIC on the Internet

The ERIC database is available for searching at several locations on the Internet. By way of introduction, the first part of this chapter explains some general concepts and provides some general tips related to searching the ERIC database. These concepts and tips have always been applicable to searching ERIC on CD-ROM, and many of them also apply when searching the ERIC database at some locations on the Internet. The second part of the chapter describes some of these locations on the Internet where users can search the ERIC database to find information related to early childhood education. Then, the last part of the chapter discusses searching for information from ERIC other than the ERIC database.

Concepts and Tips Related to Searching the ERIC Database

An effective search of the ERIC database gives consideration to:

- a term or terms that describe the topic you are interested in;
- a term or terms that describe the age or educational level you are interested in; and
- publication types or other codes that further narrow your search to the types of materials you want to retrieve.

If you are searching the ERIC database in a library on CD-ROM or on a library network, ask a librarian for assistance in constructing your search. If you need more assistance or cannot find what you are looking for, or if you are searching the ERIC database on the Internet and need help constructing your search, call us at 800-583-4135. We offer no-cost advice on constructing search strategies.

Subject Terms

ERIC indexes documents and journal articles according to the specific concepts discussed in the text. While the software to search the ERIC database (on the Internet or on CD-ROM) is becoming easier to use every year, research supports the observation that occasional users of ERIC will be unable to find what they are looking for unless they use multiple terms to describe the topic of their search. ERIC calls terms that describe the subject of a document *descriptors* or *identifiers*.

Descriptors are terms assigned to documents and journal articles by the people who prepare the ERIC database records. The format of descriptors is not always intuitive (for example, descriptors are not consistently plural or singular forms of words). For that reason, you will want to look up the descriptor terms that you want to use so that you use the form of the term that ERIC uses. The advantage of using descriptors in your search is that your search results are more likely to be "on target" and will contain fewer off-topic citations. A list of descriptors is maintained in the *Thesaurus of ERIC Descriptors*.

Many systems require that you specify whether you are searching in the descriptor "field" for the term that you specify. If you do not indicate that you are searching only the descriptor field, the system *may* assume you want to look for the term in the title, abstract, descriptor, and/or other fields. Looking for the term anywhere in a record (rather than in the descriptor field) will increase the number of items that you retrieve, but some of those items will not contain much information about the topic represented by the term. On the other hand, if you are unable to find what you want while searching by descriptor, try entering the words that describe what you are looking for and browsing through the records you retrieve. If you are able to locate even one document that is "on target," note how that document is indexed, and try the combination of descriptors and other terms that ERIC seems to have used to index that item.

In the appendix is a listing of the descriptors used most frequently by the ERIC Clearinghouse on Elementary and Early Childhood Education to index documents and journal articles. The list does not include all the descriptors we use, but it is a helpful list to have when you are designing a search and want to know the format of a specific term (singular, plural, etc.).

Identifiers are either proper nouns or terms that may become descriptors. These terms can also be extremely useful in your search. For example, if you are looking for information about Piaget, you can look for the term

Piaget (Jean)

in the identifier field and be assured that Piaget and his work are actually discussed in the document. A list of identifier terms is maintained by ERIC in its *Identifier Authority List*.

Age Level and Education Level Terms

Age level and education level terms are found in many ERIC database records. Education level terms are assigned to most documents and journal articles. Age level terms are not required in each record, but many records about early childhood topics do include an age level term. Lists of education level and age level terms are included in the appendix.

Example 1: If you want to retrieve information on early childhood development or education and you use only the term "early childhood" in your search, you will miss whole categories of information you are probably interested in. To retrieve documents and journal articles that include all the age groups of children in the early childhood years (birth through age 8), you must use *all* of the following terms:

Young Children
Infants
Toddlers
Kindergarten Children
Elementary School Students

Of course, by using elementary school students in your search, you will retrieve a lot of documents that really deal with older children as well as younger ones but, if you do not include this term, you will miss the documents that discuss K-3 children in K-8 settings. For many purposes, using the first four terms is sufficient, but it is useful to remember the fifth term as well.

Example 2: If you are interested in a comprehensive set of documents on the education of children in the early childhood years, the following terms should be used:

Early Childhood Education
Preschool Education

Primary Education
Grade 1
Grade 2
Grade 3
Elementary Education
Elementary Secondary Education

The same cautions apply here as in the earlier example. For many situations, the last two terms may be unnecessary. You should experiment and see which strategy suits your information needs best.

Publication Types

Publication type codes are assigned to every document and journal article and refer to the "form" of the publication. For example, if you are interested only in research on a particular topic, or only in teacher-produced materials, or only in journal articles, ERIC has features that allow you to narrow your search to materials that fit your needs. A list of publication types is included in the appendix.

RIE and CIJE

Note that the ERIC database is really comprised of two parts. One part consists of documents. This part is known as *Resources in Education* (RIE). Documents are identified by an ERIC accession number beginning with the prefix "ED" (for "ERIC Document")—for example, ED356100. The other part consists of journal articles. This part is known as *Current Index to Journals in Education* (CIJE). Articles are identified by an ERIC accession number beginning with the prefix "EJ" (for "ERIC Journal Article")—for example EJ463006. When searching the ERIC database, the distinction between these two parts is usually transparent, though it is typically possible to limit your search to one or the other of these. On the Internet, the two parts of the database may be accessible separately (see explanations below).

Searching the ERIC Database on the Internet

All of the ERIC database sites listed here offer the ERIC database to Internet users at no charge. Because of the popularity of the ERIC database sites, however, they are often busy and can be difficult to access. The degree of difficulty you encounter in connecting to a database site often depends on the time of day and the geographic location of the server; if a site is busy or denies you access, a good rule of thumb is to try connecting another time, when it is early in the day or late in the evening.

Note that collections of items from the ERIC database are not typically as thorough on the Internet as on CD-ROM. For example, a CD-ROM product may contain a two-disk set that contains the entire database back to 1967. On the Internet, only database items from a certain date, perhaps 1989, may be available; or only RIE or CIJE items may be available. Please read the instructions or notes that introduce the search feature so that you will know exactly what you are searching.

Because there are other good places to search the ERIC database, ERIC/EECE does not offer a feature on its Web site for searching the database. However, early childhood educators who visit the ERIC/EECE Web site will find a menu item called "Search the ERIC Database." (Note: As the site is periodically redesigned, this phrase may change slightly, but the meaning should be obvious.) This menu item links to the Search page at the ERIC Clearinghouse on Assessment and Evaluation, which is described below.

> **ERIC Clearinghouse on Assessment and Evaluation (ERIC/AE)**
> *http://ericae.net/*
> *http://ericae.net/search.htm*

This ERIC Clearinghouse maintains a list of links to a number of sites on the Internet where users can search the ERIC database. It's a good place to start when you want to locate information from the database. Some of the searching features are located right on the ERIC/AE Web site. These are explained here.

Search Wizard. This search feature allows users to identify descriptors from the *Thesaurus of ERIC Descriptors*. After you type a proposed descriptor (just type in a word; you don't have to know whether it's a descriptor or not) in the search box, you can "look up" the term. In a separate frame you will be shown descriptors similar to the word you typed. Then you can decide whether or not to add this descriptor term to your search strategy. You are allowed three search boxes into which to type terms. When all your terms are selected, submit the search.

The Search Wizard also allows searching by author name and by keyword in the title. Simply type the name or word in the first search box, then select "refresh" followed by "submit." Search Wizard includes a "more like this" feature. That is, when you get your list of documents, each one will have an icon next to it that means "click here if you want to see more documents like this one."

The Search Wizard searches both CIJE and RIE. It searches the database back through 1976. It is updated quarterly.

Expert Search Strategies. This feature allows users to run search strategies that have been devised by information service personnel at ERIC clearinghouses. Just click on the name of a search category (e.g., "Exceptional Children"). Then click on the name of one of the searches in this category (e.g., "Models for Teaching Gifted Children"), and the appropriate search strategy is loaded into the Search Wizard. You can modify the strategy if you want or submit it as is.

Webinator. This search feature on the ERIC/AE Web site uses Thunderstone's WebScript search engine to provide searching by keyword. It searches the database through 1976, searches both RIE and CIJE, and allows Boolean searching (i.e., you can combine words using AND, OR, and NOT). It includes a "more like this" feature.

> **AskERIC Web site** at the **ERIC Clearinghouse on Information and Technology (ERIC/IT)**
> *http://www.askeric.org/*
> Select "Search ERIC Database" from the list of options beneath the graphic image.

This Web site uses the PLWeb search engine to allow searching of both CIJE and RIE back through 1989. It is updated monthly. The interface permits multiple-term (up to three) searching in several fields (author, title, ERIC number, descriptor, identifier, publication type, publication date) with Boolean operators (i.e., AND, OR, and NOT). The page provides a list of Frequently Asked Questions about searching the database and provides ERIC-specific and PLWeb-specific searching tips.

ERIC Document Reproduction Service (EDRS)

http://www.edrs.com/
Choose "Search and Order."

This search feature searches the complete RIE back through 1966. It requires a login and password (for recordkeeping purposes; i.e., the user supplies login and password which the system subsequently tracks). The search engine allows searching in most resume fields (author, title, ERIC number, ERIC clearinghouse, descriptor, identifier, publication type and date, abstract). When the search is completed, you can view the record in the ERIC database for that document. Subsequently, you may order copies of the documents online from EDRS (except for those few documents for which ERIC does not have reproduction permission). There is a fee for ordering copies. The fee will be listed in the ordering information, and you will need to open an account with EDRS or use a credit card to purchase the item. In most cases, items can be delivered in paper copy, fax, or microfiche. In those cases where ERIC has permission from the document's copyright holder to reproduce the document in electronic format, the document can be delivered electronically via FTP.

ACCESS ERIC

http://www.aspensys.com/eric/
http://www.aspensys.com/eric/searchdb.html

ACCESS ERIC maintains the ERIC central Web site. The "Search ERIC Database" page on this site doesn't actually contain a search engine. Rather, it offers general information on searching the ERIC database and provides a comparison of the features of four ERIC database search engines within the ERIC system (discussed above). It also provides links to these search engines so that, after reading about them, you can go right to them to do a search.

Other Places

The places listed above for searching the ERIC database are all located at Web sites of ERIC clearinghouses or ERIC support components. There are also places outside the ERIC system where the ERIC database can be searched on the Internet (using WWW, TELNET, or TN3270). Some of these places are listed here.

- Auburn University
- University of Florida
- Harvard University
- University of Maine Library System
- University of Saskatchewan

We will not go into detail about using these search features. All of them, however, are listed on the "Search ERIC Database" page at the ERIC/AE Web site (discussed above). See that page for more information and for a hyperlink to the sites.

Searching for Information from ERIC Other Than the ERIC Database

ERIC Digests at the
ERIC Clearinghouse on Assessment and Evaluation (ERIC/AE)
http://ericae.net/
http://ericae.net/search.htm

We have already discussed searching the ERIC database from ERIC/AE. This clearinghouse also has a feature for searching the full collection of ERIC Digests. Go to the same "Search ERIC" page mentioned above and click on "Digests" at the top of the page. This search feature uses the Webinator that was described above.

ERIC Digests at the
U.S. Department of Education
http://www.ed.gov/
http://www.ed.gov/databases/ERIC_Digests/index/

This page allows searching of the ERIC Digest collection by keyword or concept. The page also provides lists of Digests recently added to the collection.

Educational Tests at the
ERIC Clearinghouse on Assessment and Evaluation (ERIC/AE)
http://ericae.net/
http://ericae.net/testcol.htm

The ERIC/AE "Test Locator" uses the Webinator search engine to search databases of educational and psychological tests prepared by the Educational Testing Service, the Buros Institute of Mental Measurements, and the Center for Equity and Excellence in Education. This search feature allows keyword searching, and in some instances, proximity searching and multiple keyword searching. The information you receive as a result of your search varies depending on the particular test database you've searched, but may include a short description, an abstract, and contact information.

Lesson Plans at the
AskERIC Web site at the ERIC Clearinghouse on Information and Technology (ERIC/IT)
http://www.askeric.org/
http://www.askeric.org/Virtual/Lessons/

This feature allows a keyword search of a collection of K-12 classroom lesson plans. The lesson plans are also browsable by topic.

AskERIC and Parents AskERIC

If you are unable to find what you want searching the ERIC database on CD-ROM or on the Internet, or if you have a question about an education-related topic, remember that you can always send an electronic mail message containing your request for information and describing the topic you are interested in, to:

askeric@askeric.org

An ERIC staff member will do a search for you and return the results to you via electronic mail within two working days. The search will not be exhaustive, but it will include recent citations on the topic you request. This service is free to parents, teachers, administrators, and anyone else interested in education.

Toll Free Access to ERIC Services

Similarly, if you are unable to use any of the services described above, you may call the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE) at 800-583-4135 and ask for a search of the ERIC database. Short searches are provided at no charge to all requesters.

Chapter 5

The Internet and Early Childhood Educators: An ERIC Bibliography

The Internet and Early Childhood Educators: An ERIC Bibliography

May 1998

Search Strategy

```
S1 S  EARLY CHILDHOOD EDUCATION OR PRIMARY EDUCATION OR
      PRESCHOOL EDUCATION OR YOUNG CHILDREN OR PRESCHOOL
      CHILDREN OR KINDERGARTEN/DE OR GRADE 1 OR GRADE 2 OR
      GRADE 3
S2 S  INTERNET/DE OR WORLD WIDE WEB OR COMPUTER NETWORKS OR
      ELECTRONIC MAIL OR ONLINE SYSTEMS OR
      TELECOMMUNICATIONS/DEOR COMPUTER MEDIATED
    COMMUNICATION
      OR TELECONFERENCING/DE
S3 S  S1 AND S2
```

This search strategy was prepared for use with the DIALOG CD-ROM. The format of the commands is specific to the DIALOG search software. To use this search strategy on a different CD-ROM, online system, or on the Internet, please ask a librarian for assistance or call ERIC/EECE at 800-583-4135.

ERIC Documents

ED411071 PS025745

Technology in a Head Start Parent Center.

Hughes, Bob; Coyne, Peggy; Waddell, Sandy

1997

9p.; Paper presented at the Annual Training Conference of the National Head Start Association (24th, Boston, MA, May 25-31, 1997).

EDRS Price - MF01/PC01 Plus Postage.

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; Massachusetts

Unless children and parents have training and access to computers and the power they offer, computers create a barrier for them as they navigate a society that depends on computers for information and occupational advancement. This paper describes a program developed by North Shore Head Start in Beverly, Massachusetts and CAST (Center for Applied Special Technology) in Peabody, Massachusetts. The Salem Family Learning Center provides computer training and access for parents and teachers, training Head Start parents and teachers along with K-3 teachers. This training and access allows parents to use computers in ways that support their children's learning while increasing their own learning, and also forges connections between parents and teachers that ease the transition to school. Along with computer training and drop-in access to computers, the Center offers a range of family support services that include STEP training and AA meetings. After describing the program's history, how it works, and who it serves, the paper discusses plans to expand such sites to form a national network of Family and Community Literacy Centers. Plans include the creation of an accessible computer network to link sites and resources, major program goals, and how the goals will be measured. (EV)

Descriptors: *Adult Education; *Computer Literacy; Computer Mediated Communication; Computer Uses in Education; *Disadvantaged; Early Childhood Education; Inservice Teacher Education; *Nonschool Educational Programs; Parent Participation; School Readiness

Identifiers: *Access to Computers; Computer Resources; *Family Resource and Support Programs; Project Head Start

ED409587 CS215937

Teaching Your Child To Write: How Parents Can Encourage Writing Skills—for Success in School, Work, and Life.

Fuller, Cheri

1997

224p.

ISBN: 0-425-15983-3

Available From: The Berkley Publishing Group, 200 Madison Avenue, New York, NY 10016 ($12).

Document Not Available from EDRS.

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; New York

Target Audience: Parents

This book provides a comprehensive guide for parents who want to help their children develop an important skill, writing, in a fun and creative way. The book shares with parents successful classroom and workshop teaching methods. It also provides guidelines for home schooling parents. The book helps children become less intimidated by the English language through hundreds of ideas, tips, projects, and guidelines, so that they can become better writers, thinkers, and learners. Chapters in the book are: (1) "Kids Who Write"; (2) "The Building Blocks: Foundations for Writing in the Early Years"; (3) "Providing a Writing Environment"; (4) "Growing up Writing: Ages, Stages, and Readiness to Write"; (5) "How Writers Write: Understanding the Writing Process"; (6) "Writing Letters for Fun, Friends, and Profit"; (7) "Write Away Using E-mail to Boost Your Child's Writing Skills"; (8) "Across the Miles: Writing Family Newsletters and Neighborhood Newspapers"; (9) "Help, Mom I've Got to Write a Book Report"; (10) "Creative Journal Keeping: The Best Practice for Developing Writers"; (11) "Story Writing Exercises"; (12) "Bookmaking Projects for Children"; (13) "Writing Family History Stories"; (14) "Fun with Words: Word Play for Every Age"; (15) "Poetry Writing: The Magic of the Written Word"; and (16) "Helping Young Writers Break into Print." Appendixes contain a grammar guide; guidelines for assessing children's writing; and a list of magazines that publish young authors. Also attached is a list of ABC book ideas. (NKA)

Descriptors: *Childrens Writing; Creative Expression; Early Childhood Education; Electronic Mail; Elementary Education; Emergent Literacy; Home Schooling; Parent Child Relationship; *Parents as Teachers; Skill Development; Teaching Methods; *Writing (Composition); *Writing Exercises; Writing Processes; *Writing Skills

Identifiers: Writing Contexts; *Writing Motivation

ED408064 PS025466

A Teaching and Learning Initiative Using Audiographics-Conferencing Some Emerging Issues.

Perry, Rosemary; And Others

Journal of Australian Research in Early Childhood Education, v1 p71-80 1997

1997

11p.; For the complete proceedings, see PS 025 459.

ISSN: 1320-6648

EDRS Price - MF01/PC01 Plus Postage.

Document Type: JOURNAL ARTICLE (080); CONFERENCE PAPER (150)

Geographic Source: Australia; Queensland

This study investigated a trial use of simultaneous telephone and computer (audiographics) conferencing to teach a Master of Education unit, "Early Childhood Curriculum Design Issues," at the Queensland University of Technology in 1994. Data were collected in written form from students, lecturers, and observers concerning their experiences, focusing in particular on problems they had encountered, the impact of the technology on their learning, and suggestions and advice for the future development of the approach. Results showed that overall, students rated the sessions as being at least as effective as conventional on-campus methods. Audiographic conferencing was rated most highly in terms of keeping students' attention and in developing a class atmosphere conducive to learning; it was seen to be least effective in terms of allowing students to discuss topics with each other. Lecturers' reflections suggested that their feelings progressed from an initial state of anxiety about using the equipment to an enthusiasm for its possible benefits. Observers' comments corresponded with lecturers' observations. Findings indicated that, provided the pedagogy is clearly articulated and the technology regarded as a tool in its implementation, audiographics conferencing is a promising teaching tool. (Contains 17 references.) (EV)

Descriptors: Early Childhood Education; Educational Media; *Educational Technology; Foreign Countries; Higher Education; *Program Evaluation; Student Attitudes; Teacher Attitudes; *Teleconferencing; Telephone Instruction

Identifiers: Audiographic Learning Facility; *Audiographics; Australia (Queensland)

ED407811 EC305571

Difference Blindness/Blindness Difference: Student Explorations of "Disability" over the Internet.

Murphy, Kelly; And Others

Mar 1997

42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

EDRS Price - MF01/PC02 Plus Postage.

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Pennsylvania

This case study describes the Internet correspondence using MOO, a multiuser, object-oriented site, that was developed between six third-grade girls and TCC, an adult with blindness. The changes from the students' original attitudes toward blindness, that blindness posed a barrier to communication and relationship-building, into their acceptance that blindness is a different way of living in the world, is described. Three stages of the students' growing understanding of blindness and ability/disability are described: (1) their first encounters with blindness in the context of having to develop new types of reading and writing skills for the electronic mail exchange; (2) their growing awareness of social and practical differences between the lives of the blind and the sighted as they developed their technical Internet skills; and (3) their focused explorations of the experience of blindness off-line and their creative transfer of that learning to other social contexts and understanding of disability. Results indicate that: (1) the Internet can provide valuable contexts for skill and knowledge development at the elementary school level and (2) the Internet is conducive to building interpersonal relationships because it masks social differences, while at the same time it can facilitate greater understanding of social differences. (CR)

Descriptors: *Blindness; Case Studies; *Childhood Attitudes; Consciousness Raising; Educational Strategies; *Electronic Mail; *Internet; *Interpersonal Communication; Primary Education; Social Differences; *Student Attitudes

Identifiers: *Attitudes toward Disabled

ED407792 EC305551
Directory of Organizations.
National Information Center for Children and Youth with Disabilities, Washington, DC.
NICHY News Digest, n22 Feb 1997
Feb 1997
30p.
EDRS Price - MF01/PC02 Plus Postage.
Document Type: DIRECTORY (132)
Geographic Source: U.S.; District of Columbia

This directory lists over 80 national organizations that provide information, services, and/or referrals to individuals in the disability field, including parents, special educators and general educators, early interventionists, administrators, related services personnel, persons with disabilities, and others. Addresses, telephone and fax numbers, e-mail addresses, and a short description of each organization's activities are provided to help readers identify which resources are best suited to their needs and concerns. The organizations are grouped according to their primary emphasis in the following categories: (1) general disability information; (2) organizations for families; (3) legal rights and information; (4) early intervention; (5) special education; (6) transition; (7) financial assistance and information; and (8) organizations addressing minority concerns. Because many of the organizations have more than one purpose, each section includes a list of relevant organizations that are listed in other areas of the directory. An index at the end of the directory lists the name of each organization and the page number where it is described. (CR)

Descriptors: Advocacy; *Civil Rights; *Disabilities; Early Childhood Education; *Early Intervention; Electronic Mail; Elementary Secondary Education; Financial Support; Legal Problems; Minority Groups; Organizations (Groups); *Parent Associations; *Social Support Groups; *Special Education; Transitional Programs

ED407760 EC305453
National Council on Disability. Annual Report. Volume 17, Fiscal Year 1996.
National Council on Disability, Washington, DC.
31 Mar 1997
45p.; For the 1995 edition, see ED 393 270.
EDRS Price - MF01/PC02 Plus Postage.

Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; District of Columbia
Government: Federal
Target Audience: Policymakers

This annual report of the National Council on Disability (NCD) describes major activities and accomplishments during fiscal year 1996 in its role of advising the President and Congress on issues concerning people with disabilities. The NCD conducted the first-ever National Summit on Disability Policy which gathered 300 people to develop more than 120 comprehensive recommendations for the future of people with disabilities, and released several reports covering a variety of disability policy issues, including "Cognitive Impairments and the Application of Title I of the Americans with Disabilities Act," "Improving the Implementation of the Individuals with Disabilities Education Act: Making Schools Work for All of America's Children Supplement," "Foreign Policy and Disability," "Guidance from the Graphical User Interface (GUI) Experience: What GUI Teaches about Technology Access," "Disability Perspectives and Recommendations on Proposals To Reform the Medicaid and Medicare Programs," and "Access to the Information Superhighway and Emerging Information Technologies by People with Disabilities." The research areas in which NCD worked are also described. Appendices include biographies of NCD members and staff, a listing of NCD publications, and the NCD mission statement. (CR)

Descriptors: *Accessibility (for Disabled); Advisory Committees; *Advocacy; Change Strategies; Computer Interfaces; *Disabilities; Educational Legislation; Educational Policy; Elementary Secondary Education; Federal Government; Federal Legislation; Foreign Policy; Information Technology; Internet; Preschool Education; *Public Policy; Welfare Services

Identifiers: Americans with Disabilities Act 1990; Individuals with Disabilities Education Act; *National Council on Disability

ED404307 SP037027

Tools for Teaching with Technology: The WIU Approach for Technology Integration into Teacher Education.

Smith, Bonnie; And Others

Western Illinois Univ., Macomb. Coll. of Education.

1996

471p.; Package includes two videotapes (not available from EDRS): "Using Video To Enhance Understanding of Human Growth and Development" and "Breaking Barriers, Meeting Challenges."

Available From: Curriculum Publications Clearinghouse, Western Illinois University, 1 University Circle, Macomb, IL 61455; toll-free: 800-322-3905; e-mail: CPC@wiu.edu

EDRS Price - MF01/PC19 Plus Postage.

Document Type: NON-CLASSROOM MATERIAL (055); AUDIOVISUAL MATERIAL (100); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Illinois

Target Audience: Administrators; Teachers; Practitioners

This collection of 21 booklets about the Western Illinois University (WIU) model for teacher education, centered on principles of instructional designs, targets five technologies: computer applications, telecommunications, distance learning, interactive multimedia, and instructional video. Teacher competencies are specified for instructional design and the five targeted technologies; they are achieved through core and content-based modules. After an extensive overview, "Breaking the Barriers, Meeting Challenges," core modules include: (1)

"Using the Computer to Enhance Teacher Productivity"; (2) "Telecommunications for the K-12 Classroom"; (3) "Distance Education in the K-12 Classroom"; (4) "Interactive Multimedia for the Classroom"; (5) "Instructional Video Production for the K-12 Classroom"; and (6) "Planning for Effective Technology Integration." The 12 content-based modules are: (1) "Technology Applications in the K-8 Science Classroom"; (2) "Teaching Social Studies with Historic Landmarks"; (3) "Electronic Resources for Teaching Secondary Social Studies"; (4) "Integrating Technology into Early Childhood Thematic Teaching"; (5) "Using Technology To Enhance Parent/Community Involvement"; (6) "Producing and Integrating Instructional Video"; (7) "Early Childhood Behavioral Assessment"; (8) "Exploring Planning Approaches for Teaching Thematically"; (9) "Your First Trip on the Internet"; (10) "Using Video To Enhance Understanding of Human Growth and Development"; (11) "Electronic Searching for Children's Literature Resources"; and (12) "Microteaching, Reflective Processing, and Video: A Metacognitive Twist." A program overview, a booklet for each module, a faculty support booklet, description and illustrations of equipment and infrastructure, and two videos are packaged in a file box. (ND)

Descriptors: Audiovisual Aids; Audiovisual Instruction; *Computer Uses in Education; Curriculum Development; Distance Education; Early Childhood Education; *Educational Technology; Elementary Secondary Education; Higher Education; Internet; Preservice Teacher Education; *Teacher Education Curriculum; *Teacher Education Programs; *Telecommunications; Videotape Recordings

Identifiers: *Video Technology; *Western Illinois University

ED402180 SE059440

Technology in Mathematics Education: Proceedings of the 19th Annual Conference of the Mathematics Education Research Group of Australasia (MERGA) (Melbourne, Victoria, Australia, June 30-July 3, 1996).

Clarkson, Philip C., Ed.

Mathematics Education Research Group of Australasia, (Australia).

1996

645p.

ISBN: 0-9596844-6-8

Available From: Mathematics Education Research Group of Australasia, c/-PRODEC UWS, P.O. Box 555, Campbelltown, New South Wales 2560, Australia.

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Document Type: CONFERENCE PROCEEDINGS (021)

Geographic Source: Australia; New South Wales

This document contains papers presented at the 19th annual conference of the Mathematics Education Research Group of Australasia. Topics of the presentations include learning research, mathematical representations, problem solving, strategic learning behaviors, algebraic thinking and learning environments, teaching and learning of algebra, assessment, disabilities, calculators, collective argumentation, teachers' beliefs and practice, primary mathematics, differential calculus, teachers' knowledge, trigonometry and geometry, professional development, issues in teaching, standardizing the curriculum, team writing, statistics, Newman error analysis, gender issues, Internet, transition to secondary mathematics, computers and technology, negative numbers, subtraction, aboriginal educators' views, graphics calculators, language, area, probability, word problems, classroom communication, mathematical investigations, ethics and morality, integrating science and mathematics concepts, students' attitudes, instructional computing, expository writing, mathematical autobiographies, problem posing, misconceptions, discussion-based teaching, the Riemann integral, diagrams for solving word problems, fairness and fractions in early childhood, children's probability judgments, phenomenology of writing-to-learn, teachers' beliefs about teaching behaviors, and linear programming. An author index and a subject index are also included. (JRH)

Descriptors: Calculators; Classroom Communication; Computer Uses in Education; *Early Childhood Education; *Educational Strategies; *Elementary Secondary Education; Ethics; Evaluation; Foreign Countries; Internet; Investigations; Knowledge Base for Teaching; Mathematical Concepts; Mathematics Curriculum; Mathematics Skills; Misconceptions; Probability; Problem Solving; Professional Development; Student Attitudes; Teacher Attitudes; Word Problems (Mathematics)

Identifiers: Australasia; Gender Issues

ED400100 PS024645
Learning with Computers. AECA Resource Book Series, Volume 3, Number 2.
Elliott, Alison
Australian Early Childhood Association, Inc., Watson.
AECA Resource Book Series, v3 n2 Jun 1996
Jun 1996
21p.
ISBN: 1-875890-23-8
ISSN: 1320-2170

Available From: Australian Early Childhood Association, Inc., P.O. Box 105, Watson, ACT 2602, Australia; 06-241-6900; fax: 06-241-5547.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Document Type: TEACHING GUIDE (052); SERIAL (022)
Geographic Source: Australia; Australian Capital Territory
Target Audience: Teachers; Practitioners

Research has supported the idea that the use of computers in the education of young children promotes social interaction and academic achievement. This resource booklet provides an introduction to computers in early childhood settings to enrich learning opportunities and provides guidance to teachers to find developmentally appropriate software and hardware. The first section of the booklet focuses on learning with computers and the roles of computers in early childhood programs. The second section provides information on getting started and creating a computer-active classroom. Specific guidelines on computer configurations and setting up the classroom are included. The third section provides guidance in choosing and using software and in evaluating educational software. This section advocates the use of software that builds concepts and skills, and provides classification of software as follows: (1) thinking and problem solving; (2) "Logo"; (3) educational adventure games; (4) communication; (5) painting and drawing; (6) writing and reading; (7) electronic and interactive story books; and (8) keyboard skills. Specific brand name software packages are listed in many of these classification areas. The fourth section of the booklet provides a definition of the Internet and information on its use. The final section provides resource information on educational software distributors, professional journals, monographs, and journals. (SD)

Descriptors: Classroom Environment; Computer Assisted Instruction; *Computers; *Computer Software; *Computer Software Evaluation; *Computer Software Selection; *Computer Uses in Education; Early Childhood Education; Educational Technology;

Evaluation Criteria; Foreign Countries; Instructional Innovation; Integrated Learning Systems; Internet; Performance Factors

Identifiers: Australia; Learning Environment; *Technology Based Instruction; Technology Utilization

---

ED398862 IR018039

HyperNexus: Journal of Hypermedia and Multimedia Studies. 1995-96.

Abramson, Trudy, Ed.; And Others

International Society for Technology in Education, Eugene, OR.

HyperNexus, v6 n1-4 1995-96

1996

105p.; For volume 5, see ED 391 475.

Available From: International Society for Technology in Education, 1787 Agate Street, Eugene, OR 97403-1923 (ISTE members can join Hyper SIG and membership includes subscription, $20).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: SERIAL (022); BOOK-PRODUCT REVIEW (072); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Oregon

This document consists of one volume year (four quarterly issues) of the journal "HyperNexus," containing articles on hypermedia and multimedia use in education. Article topics include future uses of the technology; interactive videodisks in early childhood education; language-learning software; tips for using LinkWay, HyperCard, electronic publishing software, and similar tools; virtual reality; instructional technology integration; adding sounds to hypermedia environments; World Wide Web technology and information sources; helping students design World Wide Web documents; and multimedia design issues. Columns include editorials, hardware and software updates and reviews, and Internet news. (AEF)

Descriptors: Case Studies; *Computer Software; *Computer Uses in Education; Design Preferences; Early Childhood Education; Electronic Publishing; Futures (of Society); *Hypermedia; Information Sources; Instructional Development; Interactive Video; Internet; *Multimedia Materials; Sound Effects; Virtual Reality; World Wide Web

Identifiers: HyperCard; Interactive Videodisks; LinkWay; Technology Integration

---

ED397674 FL023999

Learning Languages: The Journal of the National Network for Early Language Learning. Volume 1.

National Network for Early Language Learning.

Language Learning, v1 n1-3 1995-96

1996

89p.

ISSN: 1083-5415

EDRS Price - MF01/PC04 Plus Postage.

Document Type: SERIAL (022)

Geographic Source: U.S.; Iowa

Target Audience: Teachers; Practitioners

The three numbers of the new journal contain these articles: "Content-Related Teaching Through Distance Learning: A Viable Alternative?" (Zoe E. Louton); "Teacher as Researcher: Motivating an Eighth Grade Spanish Class" (Emily Francomano); "Traveling to South America on the Internet" (Margaret Reardon); "U.S. Joins Global Language Education Study"; "Events in Europe: A Focus on Germany" (Helena Curtain); "The Bayeux Tapestry: A Medieval Document Inspires Students" (Armelle Webster); "Legislative Update--104th Congress, First Session" (Cindy McMillan); "NNELL Endorses National Standards"; "Standards for Foreign Language Learning"; "Atlanta Superintendent Strongly Supports National Standards" (Benjamin O. Canada); "Standards for Foreign Language Learning: One District's Experience" (Elizabeth Rieken); "Proficiency-Oriented Testing: Reality Therapy" (Peggy Boyles); and "Bilingualism in Early Childhood Education: What Do We Know? What Do We Do?" (Laurie Makin). Professional notes, classroom activity ideas, samples of children's classroom creations, notes on classroom resources for French, German, and Spanish instruction, and a professional calendar are also included in each issue. (MSE)

Descriptors: *Academic Standards; Administrator Attitudes; *Bilingualism; Case Studies; Class Activities; Classroom Research; Classroom Techniques; Computer Networks; Distance Education; Early Childhood Education; Elementary Secondary Education; *Federal Legislation; *FLES; Foreign Countries; French; German; Grade 8; Information Networks; Information Sources; Instructional Materials; International Cooperation; Language Proficiency; Language Research; Language Teachers; *Language Tests; Medieval History; National Norms; Professional Associations; Research Projects; Second Language Instruction; *Second Languages; Spanish; Teacher Role; Telecommunications; Testing

Identifiers: Authentic Materials; Bayeux Tapestry; Congress 104th; Content Area Teaching; Europe; Germany; South America

ED395714 PS024348

Helping Early Childhood Teacher Education Students Learn about the Internet. ERIC Digest.

Hinchliffe, Lisa Janicke

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

May 1996

3p.

Report No: EDO-PS-96-5

EDRS Price - MF01/PC01 Plus Postage.

Document Type: ERIC PRODUCT (071); ERIC DIGESTS (SELECTED) (073)

Geographic Source: U.S.; Illinois

This digest provides examples of projects which can be used in the early childhood education (ECE) and child development classrooms to introduce students to Internet resources. The first section of the digest suggests guides that teacher educators can use to design Internet training sessions and to locate resources of interest to adults working with young children. The second section lists several electronic discussion groups (EDGs), or listservs, related to early childhood education and suggests five activities involving discussion groups that students can undertake. First, students need to learn about Internet etiquette. Second, they can monitor the interactions on a single EDG. Third, they can pose questions on specific topics to an EDG. Fourth, they can respond to a question posted to an EDG by a group member after adequately researching the topic. Finally, they can summarize the activity of an EDG by reading messages posted to the EDG's archive. The third section of the digest briefly describes the World Wide Web (WWW) and Gopher resources and outlines four student projects that involve using the

WWW. Students can try the following activities: (1) create an information packet consisting of resources they have found on the WWW; (2) search for lesson plans using WWW search engines; (3) solve particular problems they have observed in early childhood settings by searching the ERIC database on the WWW and gathering other relevant resources on the WWW; and (4) be information providers by creating a Web site containing resources on a particular topic or representing a particular organization such as a local child care center. By integrating Internet use into early childhood teacher education programs through activities such as these, early childhood teacher educators enhance the educational experiences of their students and prepare them to be active participants in the early childhood community. (BC)

Descriptors: *Early Childhood Education; *Education Majors; Electronic Mail; Information Services; Internet; *Learning Activities; Lesson Plans; *Teacher Education; Teacher Educators; *World Wide Web

Identifiers: ERIC Digests; Gopher; *Listserv Discussion Groups; Listservs

ED397066 TM024068

Staff Data Handbook, 1995: Elementary/Secondary and Early Childhood Education. On Disk. CD-ROM.

Council of Chief State School Officers, Washington, D.C.; National Center for Education Statistics (ED), Washington, DC.

Jun 1995

Report No: NCES-95-757

Available From: U.S. Government Printing Office, Superintendent of Documents, P.O. Box 371954, Pittsburgh, PA 15250-7954 (Stock No. 065-000-00770-3, $20; make check payable to Superintendent of Documents).

Document Not Available from EDRS.

Document Type: MACHINE-READABLE DATA FILE (102)

Geographic Source: U.S.; District of Columbia

Government: Federal

This handbook is an effort to establish current and consistent terms, definitions, and classification codes to maintain, collect, report, and exchange comparable information about staff. This effort was coordinated by the Council of Chief State School Officers under contract to the National Center for Education Statistics. It represents the best judgment of many individuals as to what data might be useful in making appropriate, cost-effective, and timely administrative, programmatic, and staffing decisions. Information is also included about designing record-keeping systems. The handbook is not a data collection system, and does not reflect any type of federal data maintenance requirements. This "infobase" version allows users to browse, search, annotate, print, and export the handbook electronically. Installation instructions are included. (SLD)

Descriptors: Classification; Cost Effectiveness; Data Analysis; *Data Collection; Decision Making; *Definitions; Early Childhood Education; Electronic Mail; *Elementary Secondary Education; *Recordkeeping; *School Personnel

ED397064 TM024066

Student Data Handbook, 1994: Elementary/Secondary and Early Childhood Education. On Disk. CD ROM.

Council of Chief State School Officers, Washington, D.C.; National Center for Education Statistics (ED), Washington, DC.

[1995]

Report No: NCES-95-756

Available From: U.S. Government Printing Office, Superintendent of Documents, P.O. Box 371954, Pittsburgh, PA 15250-7954 (Stock No. 065-000-00769-0, $20; make check payable to Superintendent of Documents).

Document Not Available from EDRS.

Document Type: NON-CLASSROOM MATERIAL (055); MACHINE-READABLE DATA FILE (102)

Geographic Source: U.S.; District of Columbia

Government: Federal

This handbook is a major effort to establish current and consistent terms, definitions, and classification codes to maintain, collect, report, and exchange comparable information about students. The selection of terms represents the best combined judgment of many individuals as to what data might be most useful for decision making about instruction and support services for students. The primary section of this handbook is the listing of terms and definitions. In addition, there are applications of the handbook including development of surveys and design of automated record systems. The handbook is not a data collection instrument, and does not reflect any type of federal data maintenance requirements. This "infobase" version of the handbook allows users to browse, search, annotate, print, and export information electronically. Installation instructions and a quick-look reference system for handbook use are included. (SLD)

Descriptors: Ancillary School Services; *Data Analysis; Data Collection; *Definitions; *Early Childhood Education; Electronic Mail; *Elementary Secondary Education; *Information Dissemination; Standards; Surveys

ED392199 EC304630

Readings and Resources on Autism. ERIC Mini-Bib.

Drill, Janet, Comp.; Sorenson, Barbara, Comp.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Jul 1995

6p.

Available From: ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, minimum order $5 prepaid).

EDRS Price - MF01/PC01 Plus Postage.

Document Type: BIBLIOGRAPHY (131); ERIC PRODUCT (071)

Geographic Source: U.S.; Virginia

This annotated bibliography and resource guide lists 21 books on autism, published from 1987 through 1995. Books are listed alphabetically by author and include bibliographic information and brief descriptive abstracts. Also included are lists of 23 videos (with sources), four periodicals, four organizational resources, and electronic resources including gopher sites and listservs available through the Internet. (DB)

Descriptors: *Autism; Books; *Educational Methods; Elementary Secondary Education; Information Sources; Internet; Organizations (Groups); Preschool Education; Scholarly Journals; Videotape Recordings

ED392198 EC304629

Readings and Resources about Reading Instruction for Young Children with Learning Disabilities. Companion Mini-Bibliography to ERIC Digest #E540. ERIC Minibib.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Dec 1995

6p.; For the companion digest, see EC 304 628.

Available From: ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, minimum order $5 prepaid).

EDRS Price - MF01/PC01 Plus Postage.

Document Type: BIBLIOGRAPHY (131); ERIC PRODUCT (071)

Geographic Source: U.S.; Virginia

This annotated bibliography and resource guide lists 29 references concerning reading instruction of young children with learning disabilities. Items include articles, books, and research reports, dating from 1988 through 1994. Items are listed alphabetically by author. Each listing includes bibliographic information and a brief abstract describing the item's contents or reporting major findings. Also included are a list of four relevant journals; five organizational resources; and several Internet resources including listservs, an electronic newsletter, newsgroups, and sites on the World Wide Web. (DB)

Descriptors: *Beginning Reading; Internet; *Learning Disabilities; Organizations (Groups); Primary Education; *Reading Instruction; Scholarly Journals; Teaching Methods

ED390532 PS023525

Family Support Reaching Out.

Goetz, Kathy, Ed.

Family Resource Coalition, Chicago, IL.

Family Resource Coalition Report, v14 n1-2 Spr-Sum 1995

1995

35p.

ISSN: 1041-8660

Available From: Family Resource Coalition, 200 South Michigan Avenue, 16th Floor, Chicago, IL 60604 ($4 members, $5 non-members).

EDRS Price - MF01/PC02 Plus Postage.

Document Type: GENERAL REPORT (140); SERIAL (022)

Geographic Source: U.S.; Illinois

The articles in this journal, which is dedicated to the family support field, include such topics as: (1) creating links between family support and early childhood education programs; (2) the challenges facing grandparent caregivers; (3) the problems endemic in social services for infants, toddlers, and their families; (4) the use of the internet and multimedia technologies to enhance family support and education; (5) the benefits of retreats in aiding families to develop a balance among work, family, and other parts of life; (6) a case study of an inner city public school; (6) highlights of the Family Preservation and Support Services Program's first year; (7) a report on how the Center for Family Resources helps others link programs, policies, and practices; and (8) a pull-out guide to advocacy for and with families. (SW)

Descriptors: *Early Childhood Education; Family Caregivers; *Family Programs; Family School Relationship; *Family Work Relationship; *Grandparents; Home Management;

Internet; *Multimedia Materials; *Social Services; Young Children
Identifiers: Family Resource and Support Programs; Family Resource Coalition IL

ED389274 IR017483
Technology in the Schools: Overcoming Obstacles.
Kontos, G.; And Others
Oct 1995
19p.; Paper presented at the International Conference in Distance Education (6th, San Jose, Costa Rica, October 24-27, 1995).
EDRS Price - MF01/PC01 Plus Postage.
Document Type: EVALUATIVE REPORT (142); CONFERENCE PAPER (150)
Geographic Source: U.S.; Florida

Distance education and related technologies make possible the sharing of information and techniques between countries to improve teaching and learning for all students, including those with special needs. Distance education delivery tools include computers, phones, and, more recently, compressed video. These tools have been used in the United States and in other countries, including Costa Rica. In that country, online communications techniques and computers are utilized to develop creativity, logical thinking, and a new attitude of preschool and elementary level students towards technology. Students with special needs are especially helped by the technology. Some of the current and future applications of distance education technologies for this category of students are described. (Contains 21 references.) (Author)

Descriptors: Access to Education; Developing Nations; *Distance Education; *Educational Technology; Elementary Education; Foreign Countries; Futures (of Society); Online Systems; Preschool Education; *Special Needs Students; *Technological Advancement; *Telecommunications
Identifiers: *Costa Rica

ED382409 PS023371
The Internet and Early Childhood Educators: Some Frequently Asked Questions. ERIC Digest.
Rothenberg, Dianne
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
May 1995
3p.
Report No: EDO-PS-95-5
EDRS Price - MF01/PC01 Plus Postage.
Document Type: NON-CLASSROOM MATERIAL (055); ERIC PRODUCT (071); ERIC DIGESTS (SELECTED) (073)
Geographic Source: U.S.; Illinois
Target Audience: Teachers; Practitioners

This digest explores uses of the Internet for early childhood educators. The first section discusses six popular features of the Internet: (1) electronic mail, which provides educators with a worldwide group of peers with whom to share information; (2) Internet discussion groups, which provide users with the opportunity to be part of electronic communities made up of individuals who share similar interests; (3) databases and library catalogs, which can be accessed remotely using telnet software; (4) gopher and World Wide Web (WWW) sites, which contain collections of information on many topics, including information of special interest to teachers such as lesson plans and descriptions of projects for children; (5) file transfer, by which users can get files or software from remote computers; and (6) community computing networks, which exist in many communities and provide members with information, including education-related information, and other services. The second section of the digest lists four common ways educators can access the Internet. First, in some states and regions, networking systems provide Internet access to educators and others. Second, access can be obtained through community computing networks. Special projects at universities and colleges offer a third way of accessing the Internet. Finally, commercial services provide Internet access for a fee. The final section of the digest offers suggestions for finding information on the Internet. These include reading Internet guide books, commonly available in bookstores; asking discussion group participants; using Internet finding tools such as Veronica, various tools for searching the WWW, and examining gopher and WWW sites that provide topical listings of Internet resources; and using the AskERIC electronic question-answering service. (BC)

Descriptors: *Access to Information; *Community; *Computer Mediated Communication; *Computer Networks; Databases; *Discussion Groups; Early Childhood Education; Electronic Mail; Elementary School Teachers; Library Catalogs; Online Searching; Preschool Teachers; Student Teachers

Identifiers: AskERIC; ERIC Digests; File Transfer Protocol; Gopher; *Internet; World Wide Web

ED382337 PS023136

Montessori Public School Consortium (MPSC) Update, 1993-1994.

Duax, Tim, Ed.; And Others

Montessori Public School Consortium, Cleveland, OH.

Montessori Public School Consortium (MPSC) Update, v1-2 1993-94

May 1994

39p.

Available From: Montessori Public School Consortium, 11424 Bellflower Road, N.E., Cleveland, OH 44106.

EDRS Price - MF01/PC02 Plus Postage.

Document Type: SERIAL (022)

Geographic Source: U.S.; Ohio

These five newsletter issues provide reports from institutions and individuals involved in the Montessori Public School Consortium (MPSC). Each issue contains feature articles, editorials, and field reports on Montessori programs in public schools. Featured topics include: (1) the Montessori Induction Program for new Montessori teachers; (2) Montessori Head Start; (3) the development of the MPSC; (4) Montessori assessment; (5) Montessori 2000, a planning document advocating 18 national Montessori projects; (6) a directory of Montessori public schools; (7) national surveys of Montessori public schools; (8) Montessori adolescent programs; (9) a Montessori Head Start program in Philadelphia, Pennsylvania; (10) Montessori instructional materials; (11) Montessori training and materials procurement; (12) the November 1993 MPSC national conference; (13) approaches to Montessori implementation; (14) the Montessori bulletin board on the America Online computer network; and (15) Montessori programs in public schools in Denver, Colorado, and Cincinnati, Ohio. (MDM)

Descriptors: *Consortia; Directories; Electronic Mail; Elementary Secondary Education; Instructional Materials; *Montessori Method; National Surveys; Newsletters; Preschool

Education; Program Development; *Public Schools; *School Activities; Student Evaluation; Teacher Education

Identifiers: Montessori Preschools; *Montessori Schools; Project Head Start

ED380242 PS023167

Young Children: Active Learners in a Technological Age.

Wright, June L., Ed.; Shade, Daniel D., Ed.

National Association for the Education of Young Children, Washington, D.C.

1994

403p.

ISBN: 0-935989-63-3

Available From: National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426 (NAEYC 341).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: BOOK (010); INSTRUCTIONAL MATERIAL (051)

Geographic Source: U.S.; District of Columbia

Target Audience: Teachers; Parents; Practitioners

This book addresses the issues of appropriate use of computers with young children and how children and early childhood educators interact with the computer in early childhood settings. Part 1, "Young Children as Active Learners," contains chapter 1: "Listen to the Children: Observing Young Children's Discoveries with the Microcomputer" (June L. Wright); chapter 2: "Thoughts on Technology and Early Childhood Education" (Barbara T. Bowman and Elizabeth R. Beyer); and chapter 3: "The Uniqueness of the Computer as a Learning Tool: Insights from Research and Practice" (Douglas H. Clements). Part 2, "The Role of Technology in the Early Childhood Curriculum," includes chapter 4: "Learning and Teaching with Technology" (Sue Bredekamp and Teresa Rosegrant); chapter 5: "Software Evaluation for Young Children" (Susan W. Haugland and Daniel D. Shade); chapter 6: "The Potential of the Microcomputer in the Early Childhood Classroom" (Jane Davidson and June L. Wright); chapter 7: "Staff Development Practices for Integrating Technology in Early Childhood Education Programs" (Charles Hohmann); chapter 8: "Computer Applications in Early Childhood Special Education" (Michael M. Behrmann and Elizabeth A. Lahm); and chapter 9: "Family Involvement: Family Choices at Home and School" (Patricia A. Ainsa and others). Part 3, "The Challenge for Early Childhood Educators" includes chapter 10: "Moving Early Childhood Education into the 21st Century" (Gwendolyn G. Morgan and Daniel D. Shade); chapter 11: "Replicating Inequities: Are We Doing It Again?" (Suzanne Thouvenelle and others); and chapter 12: "Interactive Technology and the Young Child: A Look to the Future" (Cynthia Char and George E. Forman). The following articles are appended: (1) "Using Computers to Support Thematic Units" (Jane Davidson); (2) "Early Childhood Education and Computer Networking: Making Connections" (Bonnie Blagojevic); and (3) "Helpful Hints on Acquiring Hardware" (Daniel D. Shade). A glossary and a list of software for young children is also provided. All chapters contain references and 55 additional resources are provided. (BAC)

Descriptors: Active Learning; *Appropriate Technology; *Computer Assisted Instruction; Computer Software Selection; *Computer Uses in Education; Early Childhood Education; *Educational Technology; *Instructional Materials; Telecommunications; *Young Children

Identifiers: Computer Integrated Instruction; *Developmentally Appropriate Programs

ED371398 CS214404

Effects of Computer Correspondence on Student Writing.

Hood, Laura M.

1994

37p.

EDRS Price - MF01/PC02 Plus Postage.

Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Virginia

A study investigated the effects on second graders' writing due to their participation in an electronic mail letter exchange. Subjects were 14 second-grade students who participated in a project on Virginia's Public Education Network, where they corresponded with a person in the character of Winnie-the-Pooh. A pre-test/posttest design was used in a 5-week interval. A rating scale was used to evaluate the students' writing. The students' writing was then grouped to correspond with the domains on the scoring system used for the Virginia Literacy Passport Test. Results indicated that the subjects scored higher in the composing and style domains on the posttest than the pretest, but lower in the usage domain and sentence formation on the posttest than the pretest. Results also indicated no change on the mechanics domain scores. Surveys of the subjects revealed largely positive attitudes towards the project. With future research, projects like this could be improved and become even more effective in promoting student writing. (Contains 20 references and 4 figures of data. The rating scale for the pre-test and posttest, the rating scale categories of the Virginia Literacy Passport, and the student opinion survey are attached.) (RS)

Descriptors: *Electronic Mail; Grade 2; Letters (Correspondence); Primary Education; Student Surveys; Writing (Composition); *Writing Attitudes; Writing Evaluation; Writing Research

Identifiers: Virginia

ED369554 PS022322

CCAC Family Support Watch Audioconference Series: Summary of Proceedings (April-September 1993).

Collins, Ann; Weissman, Joanna

Child Care Action Campaign, New York, NY.

[1994]

52p.

Available From: Child Care Action Campaign, 330 Seventh Avenue, 17th Floor, New York, NY 10001 ($10).

EDRS Price - MF01/PC03 Plus Postage.

Document Type: CONFERENCE PROCEEDINGS (021)

Geographic Source: U.S.; New York

This report summarizes four audioconferences held in the spring and summer of 1993 by the Child Care Action Coalition (CCAC) to address the implication of the Family Support Act (FSA) of 1988. The FSA was designed to reduce welfare costs by providing training, education, and child care to recipients of Aid to Families with Dependent Children (AFDC) so that they can become employed and self-sufficient. The first audioconference focused on recent FSA litigation, specifically lawsuits filed against California, Illinois, and Massachusetts to require the states to follow FSA mandates on child care provision. The second conference addressed state efforts to improve the Transitional Child Care (TCC) component of the FSA, while the third focused on current federal welfare reform initiatives under consideration by the

Clinton Administration. The fourth conference looked at two state models using FSA funding in programs that provide comprehensive services to families in job programs. The names, addresses, affiliations, and telephone numbers of the audioconference speakers and participants are included. (MDM)

Descriptors: Court Litigation; *Day Care; Early Childhood Education; *Federal Legislation; *Federal State Relationship; Full State Funding; Low Income Groups; *State Programs; *Teleconferencing

Identifiers: Clinton Administration; *Family Support Act 1988; Welfare Reform

ED366439 PS022034

Resource Guide for Educators of Children Affected by Alcohol and Other Drugs.

Florida State Dept. of Education, Tallahassee.

1993

56p.

EDRS Price - MF01/PC03 Plus Postage.

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Florida

Government: State

Target Audience: Teachers; Practitioners

A companion to a January 1993 nationwide teleconference entitled "A Nation's Challenge: Educating Substance-Exposed Children" and organized by the Florida Department of Education, this booklet provides educators with information and research on effective strategies for working with children affected by alcohol and other drugs. It also provides guidelines for developing and implementing a school or community action plan to deal with this problem. The three main sections of the booklet provide: (1) profiles of eight innovative intervention programs at the school district and community level; (2) profiles of five state and national resource organizations that can provide financial and technical support to school or community programs; and (3) an annotated bibliography of articles, books, reports, teaching resources, newsletters, toll-free telephone numbers, clearinghouses, catalogues, videos, and other resources on strategies for working with children affected by alcohol and other drugs. Three appendixes contain listings of the Department of Education's Drug Free Schools state program representatives, members of the teleconference National Resource Group, and teleconference panel members. (MDM)

Descriptors: Alcohol Abuse; Annotated Bibliographies; *Community Programs; *Drug Education; Early Childhood Education; Elementary Secondary Education; *Instructional Materials; Intervention; National Organizations; Program Descriptions; Program Development; Resource Materials; Student Needs; *Substance Abuse; Teleconferencing

Identifiers: *Fetal Drug Exposure; Florida

ED360569 CE064400

A Very Long Piece of Chalk—Teaching Students Where They're At.

Robertson, Sally

[1993]

13p.

EDRS Price - MF01/PC01 Plus Postage.

Document Type: POSITION PAPER (120)

Geographic Source: New Zealand

The New Zealand Correspondence School is a large, state-funded, national institution teaching at preschool and elementary-secondary school levels. Like the regular education system, it long has been tightly controlled, with a national syllabus, national grading and examinations, and national guidelines for interpretation of the syllabus. The school teaches a wide variety of students with special needs and includes student support systems such as extracurricular activities, camps, seminars, visiting teachers, and school publications. The school maintains strong links between teacher and parent through its expertise in teaching through an intermediary, such as a teacher in the local school, who mediates between the distance education institution and the student. Since it has a wide range of curriculum offerings, its varied teaching methods include audiovisual media, teleconferencing, kits, and project work. The school has evolved a quality management system that provides expert evaluation in course planning, writing, production, and management. The school has become expert at meeting a variety of student needs while serving large groups of students. Some examples of this diversity of needs include students who are enrolled because of distance, itinerancy, medical problems, psychological problems, or because they are overseas. In meeting these students' needs, the school considers provision of courses for nonliterate learners, student support, choice of appropriate course structure, consideration of tutor time management, and choice of an appropriate media mix. The school demonstrates that it is possible for a distance education institution to contribute in a positive and effective way toward meeting national education goals. (KC)

Descriptors: *Correspondence Schools; Curriculum; *Distance Education; *Educational Practices; Elementary Secondary Education; Foreign Countries; Home Study; Preschool Education; Teaching Methods; Telecommunications

Identifiers: *New Zealand Correspondence School

ED357829 PS021183

Toward the 21st Century: Preparing Proactive Visionary Transformational Leaders for Building Learning Communities through Multi-Technology. Leadership I Formative Evaluation of Cluster 54.

Groff, Warren H.

1993

174p.; For a related document, see ED 352 126.

EDRS Price - MF01/PC07 Plus Postage.

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S.; Tennessee

This paper presents a description and formative evaluation of National (Multi-Tech) Cluster III, Nova University's third technology-intensive doctoral program in Child and Youth Studies (CYS) in which formal instruction occurs in clusters, or groups of professionals in different geographic locations who are connected via electronic communications technology. National clusters focus on understanding the basic concepts of leadership theory and research and applying these concepts to problems in a professional context. Following a brief introduction, a description of the preliminary planning for the technology delivery system used in the doctoral program is offered. Program development is discussed, an introduction to the telecommunications used in the program is presented, and the Leadership I course is described. The course uses technological aids, such as electronic classrooms, to explore: (1) societal problems and issues; (2) leadership theory and practice; and (3) organizational, personal, and professional development. The paper concludes with a discussion of a conceptual framework for human resources development, emphasizing the advantages of multi-tech learning. Appendices include copies of instructions and memos to students in National Cluster III; materials from electronic classrooms; and examples of outstanding work by two students (Daniel R. Hayes and Deborah W. Whaley). The students' papers and other materials comprise the bulk of the document. (MM)

Descriptors: Curriculum Design; *Doctoral Programs; Early Childhood Education; *Educational Technology; Electronic Mail; Higher Education; Human Resources; *Labor Force Development; *Leadership; Program Descriptions; *Telecommunications

Identifiers: *Technology Utilization

ED355974 IR054539

The Educational Resources Information Center (ERIC): An Annotated Bibliography of Documents and Journal Articles about ERIC (Covering the Period 1960-1992).

Brandhorst, Ted, Ed.

ARC Professional Services Group, Rockville, MD. Information Systems Div.; ERIC Processing and Reference Facility, Rockville, MD.

Jan 1993

159p.; Supersedes earlier editions: ED 169 955, ED 262 784, and ED 308 874.

EDRS Price - MF01/PC07 Plus Postage.

Document Type: BIBLIOGRAPHY (131); ERIC PRODUCT (071)

Geographic Source: U.S.; Maryland

As producer of one of the earliest, most economical, and frequently searched machine-readable databases, the Educational Resources Information Center (ERIC) has been frequently studied and has figured heavily in the growth of online searching and in evaluations of the relatively new medium of bibliographic databases on compact disk (CD-ROM). This annotated bibliography represents the results of a comprehensive search for documents and journal articles written about ERIC published from 1960 through 1992. It contains 689 citations (574 referring to items in the ERIC database and 115 to items not in the database), adding 182 new citations to those listed in previous editions. The bibliography is arranged in descending order of accession number, with the most recent material listed first. Document resumes are included for entries in "Resources in Education" one of ERIC's two monthly publications, and journal article resumes are included for entries from the other monthly publication, "Current Index to Journals in Education." Subject, author, and institution indexes are included. An addendum lists references to items not in the ERIC database. ERIC clearinghouses and other network components are listed, and an order form is included for the ERIC Document Reproduction Service. (SLD)

Descriptors: Abstracts; Agency Role; Annotated Bibliographies; *Bibliographic Databases; Citations (References); Early Childhood Education; *Educational Research; Educational Resources; Elementary Secondary Education; Indexes; Literature Reviews; *Online Searching; Online Systems; Optical Data Disks; Postsecondary Education; Research Reports; Technological Advancement

Identifiers: *ERIC

ED395703 PS024294

Head Start Automation Manual.

Maryland Univ., College Park. Univ. Coll.; Pelavin Associates, Inc., Washington, DC.

[1992]
280p.
EDRS Price - MF01/PC12 Plus Postage.
Document Type: BOOK (010); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; District of Columbia
Government: Federal

The task for the National Data Management Project is to share technological capabilities with the Head Start Community in order to implement improved services for children and families involved in Head Start. Many Head Start programs have incorporated technology into their programs, including word processing, database management systems, telecommunications, and the National Head Start Bulletin Board System (NHS-BBS). This manual provides information on the capabilities of these technologies to assist Head Start programs as they use computer technology to manage programs, write grants, communicate, and introduce computers to the children in their programs. The chapters in the manual are: (1) "Head Start Computer Software Guide," comparing nine Head Start-specific software packages on a matrix using Head Start requirements; (2) "High(er) Technology for Head Start"; (3) "Fund-Accounting Software Review," reviewing three fund-accounting software systems; (4) "Planning for Automation"; (5) "An Accounting Software Buyer's Guide"; (6) "The Role of the Head Start Director," describing leadership skills necessary to implement computerization; and (7) "Using Computers in Head Start Classrooms," including information on software selection. Most of the chapters contain references. (BGC)

Descriptors: Accounting; *Automation; Computer Mediated Communication; Computer Oriented Programs; Computers; Computer Software; *Computer Software Selection; Electronic Mail; Information Dissemination; Preschool Education; Purchasing; *Technological Advancement; Technology; *Technology Education; Training; Word Processing

Identifiers: Computerized Accounting; *Project Head Start

ED351009 IR015873
Computer Applications in Education: The Best of ERIC 1991.
McLaughlin, Pamela
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Aug 1992
106p.; For the 1990 report, see ED 345 715.
ISBN: 0-937597-36-8
Available From: Information Resources Publications, 030 Huntington Hall, Syracuse, NY 13244-2340 (IR-95, $10 plus $2 shipping and handling).
EDRS Price - MF01/PC05 Plus Postage.
Document Type: ERIC PRODUCT (071); BIBLIOGRAPHY (131)
Geographic Source: U.S.; New York
Target Audience: Practitioners

This annotated bibliography is the sixth annual compilation of the abstracts of 228 documents added to the ERIC database during the year 1991 in the area of computer applications in elementary and secondary schools. The types of materials included are administrator guides, bibliographies, conference papers, evaluative reports, literature reviews, program descriptions, research reports, and teaching guides. The material is presented in four major sections: (1) Computer Assisted Instruction: Overview Documents—24 documents of general discussions on the topic; (2) Special Applications—78 documents divided into 14 categories: Artificial Intelligence/Expert Systems, Cognitive Processing/Thinking Skills, Computer Literacy, Computer Networks, Computer Equity, Counseling and Guidance, Courseware and Software, Ethics, Interactive Video, Keyboarding, Logo, Management/Administration, Conference Proceedings, Research, Simulation, and Testing; (3) Subject Areas—85 documents concerned with computer applications in the areas of business, English as a Second Language and foreign languages, language arts, mathematics, music, reading, science, social studies, vocational education, and writing; (4) Special Populations—37 documents on computer applications for adult education, disabled learners, disadvantaged learners, gifted students, and early childhood education. Individual documents are presented alphabetically by author, or title when no personal author is available, within each section. Each entry includes the title and author of the document, information on price, and availability, the publication type, major ERIC descriptors, and an abstract. An alphabetical title of authors and information on ordering ERIC documents are included. (ALF)

Descriptors: Abstracts; Adult Education; Annotated Bibliographies; Artificial Intelligence; *Computer Assisted Instruction; Computer Assisted Testing; *Computer Literacy; Computer Networks; Computer Simulation; *Computer Software; Computer Software Evaluation; Computer Uses in Education; Disabilities; Disadvantaged Environment; Elementary Secondary Education; Ethics; Interactive Video; Media Research; *Microcomputers; Preschool Education

Identifiers: ERIC

ED345715 IR015570

Computer Applications in Education: The Best of ERIC 1990.

McLaughlin, Pamela

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Feb 1992

116p.; For the 1989 report, see ED 341 386.

ISBN: 0-937597-33-3

Available From: Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR-92, $10.00 plus $2.00 shipping and handling).

EDRS Price - MF01/PC05 Plus Postage.

Document Type: ERIC PRODUCT (071); BIBLIOGRAPHY (131)

Geographic Source: U.S.; New York

Target Audience: Practitioners; Policymakers

This collection provides an overview of literature entered into the ERIC database in 1990 on computer applications in elementary and secondary education, adult education, and special education. The first of four sections contains a list of overview documents on computer assisted instruction. Focusing on special applications, the second section lists documents on artificial intelligence, cognitive processes and thinking skills, computer literacy, computer networks (including distance education and telecommunications), computer equity, counseling and guidance, interactive video, keyboarding, the Logo programming language, management/administration, research, software, and tests and testing. References to documents for various subject area applications are listed in the third section under the headings of Business, English as a Second Language and Foreign Languages, Fine Arts, Language Arts, Mathematics, Physical Education, Programming, Reading, Science, Social Studies, Vocational Education, and Writing. The fourth section contains references to documents on special populations grouped into the following categories: adult education, disabled learners and learning disabilities, disadvantaged, gifted, and preschool education. Each entry includes the title and author of the document, information on price and availability, the publication type, major ERIC descriptors, and an abstract. An alphabetical index of authors and information on ordering ERIC documents are included. (DB)

Descriptors: Abstracts; Adult Education; Annotated Bibliographies; Artificial Intelligence; *Computer Assisted Instruction; Computer Assisted Testing; *Computer Literacy; Computer Networks; *Computer Software; Computer Software Evaluation; Computer Uses in Education; Counseling Services; Disabilities; Elementary Secondary Education; *Equal Education; Ethics; Gifted; *Interactive Video; Keyboarding (Data Entry); Media Research; *Microcomputers; Preschool Education; Thinking Skills

ED341667 SP033553

Enhancing Social Skills in the Classroom (E.C.S. to Grade 3). A Manual for Instructors.

Alberta Dept. of Education, Edmonton. Education Response Centre.

1991

198p.

ISBN: 0-7732-0435-0

EDRS Price - MF01/PC08 Plus Postage.

Document Type: TEACHING GUIDE (052)

Geographic Source: Canada; Alberta

Government: Foreign

Target Audience: Teachers; Practitioners

This manual on Early Childhood Services (E.C.S.) focuses on strategies for enhancing social skills in young children and describes 10 two-hour training sessions. The goals of the training are to help teachers understand and identify young children's social development difficulties; to offer guidelines for dealing with inappropriate behaviors; and to integrate the teaching of social skills with curriculum. The training sessions represent an approach wherein principles and strategies are presented and practiced, and classroom applications stressed. The sessions are described and written for delivery by distance education, but are adaptable for other modes of delivery as well. Following an introduction, the manual contains 10 sections dealing with: (1) social skills in the school; (2) good and poor social skills; (3) factors contributing to positive behavior; (4) prevention of negative behavior; (5) assessment of social skills development; (6) targeting good social skills; (7) tracking social skills—the integrated approach; (8) integration strategies; (9) problem solving approach to behavior management; and (10) social skills instruction and evaluation. Thirty-four handouts are included, as well as a bibliography and a reprint titled "Cognitive-Mediational Behavior Management" (H. C. Haywood and D. L. Weatherford). (LL)

Descriptors: *Class Activities; Classroom Communication; Distance Education; Early Childhood Education; Educational Strategies; *Faculty Development; Foreign Countries; Inservice Teacher Education; *Interpersonal Competence; *Social Cognition; *Social Development; *Student Participation; *Teacher Workshops; Teleconferencing

Identifiers: Alberta

ED339362 IR015313

Teaching and Learning with Technology. Evaluation Report.

Oakland County Schools, Pontiac, Mich.

1991

283

77p.

Available From: Oakland Schools, Computing & Technology, 2100 Pontiac Lake Rd., Waterford, MI 48328-2735 ($5.00).

EDRS Price - MF01/PC04 Plus Postage.

Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Michigan

The Teaching and Learning with Technology Project was funded by Oakland Schools, Oakland County (Michigan), in 1987 to bring together in an elementary school those technologies that will be key components of schools in the future with an instructional program designed to prepare students for the information age. The project had the following objectives: (1) to explore and identify classroom applications for educational technologies such as microcomputers, instructional television, videodiscs, CD-ROM, and telecommunications; (2) to design staff development programs to assist teachers in making effective use of technology to accomplish curricular objectives; and (3) to study the impact of technology on teaching and learning. The project focused on third, fourth, and fifth grade classrooms in one elementary school over a 3-year period; data was collected by classroom observation, interviews, and achievement tests. Results of comparisons between treatment and control classrooms indicated that the classrooms differed in the amount of technology available, number of technologies used, and ways in which technology was used to meet curricular objectives. The overall results of the experimental program were favorable. Appendices contain questionnaires, achievement test scores, a word checklist, a teacher survey instrument, statistical data, and 11 case studies of participating students. A separately published "Executive Summary" has been appended. (9 references) (DB)

Descriptors: *Academic Achievement; Curriculum Development; Educational Environment; *Educational Technology; Educational Television; Electronic Classrooms; Grade 3; Grade 4; Grade 5; *Inservice Teacher Education; *Instructional Effectiveness; Intermediate Grades; Interviews; Microcomputers; Optical Data Disks; Primary Education; Questionnaires; Staff Development; Telecommunications; *Use Studies; Videodisks

Identifiers: *Teaching and Learning with Technology Project MI

ED329037 EC300029

Monitoring the Development of At-Risk and Disabled Infants: The District of Columbia Tracking System.

Winborne, Duvon; And Others

Sep 1990

19p.; Paper presented at the Annual Conference of the National Black Child Development Institute (20th, Washington, DC, September 22, 1990).

EDRS Price - MF01/PC01 Plus Postage.

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; Ohio

Target Audience: Administrators; Practitioners

This paper describes the District of Columbia's system for tracking at-risk and disabled infants during their first 3 years of life. The project involves a computerized system for following the developmental progress of at-risk infants identified at birth or other times. The project monitors the activities of children within various service delivery agencies in the District. An introductory section addresses such infant intervention issues as risk factors, intervention strategies, program models, and home- or center-based programs. The District's Tracking System has four major components: case identification and registration; tracking;

service linkages; and system evaluation. Case identification begins in the neonatal units of District hospitals. A registered nurse is assigned to serve as case manager. A record of the infant's conditions and other descriptive information is entered into the computer to begin the tracking process. Service agencies are "networked" together for monitoring infant progress and contacted twice yearly to identify infants receiving services but not yet in the Tracking System. The Tracking System is configured as a relational database management system and makes use of a Local Area Network approach. (19 references) (DB)

Descriptors: *Agency Cooperation; *At Risk Persons; Child Development; *Computer Networks; Computer Oriented Programs; Databases; Delivery Systems; *Disabilities; *Handicap Identification; Infants; Intervention; *Management Information Systems; Neonates; Program Implementation; Recordkeeping; Young Children

Identifiers: *District of Columbia

ED327956 EA022617

Managing Instruction for Equity and Excellence: Effective Alternatives to Tracking. Teleconference Resource Guide.

Jones, Beau Fly, Ed.

Public Broadcasting Service, Washington, D.C.

1989

158p.; Photographs will not reproduce well. Document contains light type.

Available From: Publications, North Central Regional Educational Laboratory, 295 Emroy Avenue, Elmhurst, IL 60126 ($6.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: CONFERENCE PROCEEDINGS (021); CLASSROOM MATERIAL (050)

Geographic Source: U.S.; Illinois

Target Audience: Policymakers; Practitioners

Preceded by preteleconference activities, this teleconference examines the definitions, history, assumptions, and consequences of tracking as well as barriers to change, restructuring responses to literacy and learning difficulties, effective alternatives to tracking, and specific grouping strategies. The following documents are included: "Keeping Track Part 1: The Policy and Practice of Curriculum Inequality" and "Keeping Track, Part 2: Curriculum Inequality and School Reform" (Jeannie Oakes); "Access to Knowledge: Breaking Down School Barriers to Learning" (Pamela Keating and Jeannie Oakes); "Shattered Hopes" (Richard L. Allington); "Teacher Beliefs Toward Academically at Risk Students in Urban Schools" and "Do Chapter 1 Programs Promote Educational Equity?" (Linda Winfield); "Ability Grouping and Its Alternatives: Must We Track?" and "Using Team Learning" (Robert E. Slavin); and "Research Identifies Effective Programs for Students at Risk of School Failure" (Center for Research on Elementary and Secondary Schools). Post-teleconference activities follow as well as supplementary readings that include: "Revised Chapter 1 Opens Options for Schoolwide Plans" (James H. Lytle); "How Special Should the Special Education Curriculum Be?" (John O'Neil); and "Assuring School Success for Students at Risk" and "Children at Risk: Work of the States" (Council of Chief State School Officers). (CLA)

Descriptors: *Ability Grouping; Access to Education; At Risk Persons; *Change Strategies; Cooperative Learning; Early Childhood Education; Elementary Secondary Education; *Equal Education; Grouping (Instructional Purposes); Instructional Effectiveness; Labeling (of Persons); Literacy Education; Reading Instruction; Special Education; Teacher Attitudes; Teleconferencing; *Track System (Education)

ED314914 EC222074

Using Personal Computers To Acquire Special Education Information. Revised. ERIC Digest #429.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

1989

3p.

Available From: The Council for Exceptional Children, Publications Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00).

EDRS Price - MF01/PC01 Plus Postage.

Document Type: ERIC PRODUCT (071); NON-CLASSROOM MATERIAL (055); ERIC DIGESTS (SELECTED) (073)

Geographic Source: U.S.; Virginia

Target Audience: Practitioners

This digest offers basic information about resources, available to users of personal computers, in the area of professional development in special education. Two types of resources are described: those that can be purchased on computer diskettes and those made available by linking personal computers through electronic telephone networks. Resources described include: (1) portions of the ERIC (Educational Resources Information Center) database available on diskette; (2) Bibliographic Retrieval Services (BRS) and Dialog information services, which make available the Exceptional Child Education Resources database and the complete ERIC database; (3) ERIC on CD-ROM (compact disk read only memory); (4) SpecialNet, an electronic communications network designed for special educators; (5) Special Education Solutions, an online database of resources available to Apple computer users who are disabled; and (6) the IBM/Special Needs Exchange available through the CompuServe Information Service. (JDD)

Descriptors: *Computer Networks; *Databases; *Disabilities; Elementary Secondary Education; Faculty Development; Information Networks; *Information Services; *Microcomputers; Preschool Education; Professional Development; Resources; Special Education

ED305798 EC212598

Serving 2,500 Preschoolers Mechanically: Should We Be Serving You.

Riley, Mary Tom; And Others

Texas Tech Univ., Lubbock. Inst. for Child and Family Studies.

[1988]

10p.

EDRS Price - MF01/PC01 Plus Postage.

Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Texas

The paper briefly describes TIP (Telecommunications Intervention Program), a service which delivers preliminary Individualized Education Programs (IEPs) for Head Start handicapped children based on a computerized data base of long range goals, short term objectives, and specific related learning activities. This high technology expert system was developed by experts in the areas of early childhood, psychology, speech pathology, and special education. IEPs are provided for ten handicapping conditions (blind, deaf, emotional disturbance, health impaired, hearing impaired, learning disabled, mental retardation, orthopedic impairment, speech/language deficits, and visual impairments) as well as the gifted condition. Users of the system screen the child using standard instruments and submit data concerning chronological age, suspected handicapping condition, and developmental age/s. Data may be communicated by a telephone conference, mail, or direct computer link. Users receive a printout of goals and objectives accompanied by referenced curriculum, materials, and recommended activities. The rapid return of IEPs allows a child to receive and master several plans in a year. During the second and third years of operation over 5000 IEPs were implemented and over 800 hot line calls were made for purposes of crisis intervention, short term counseling, and other information services. The program serves Head Start Programs in the states of Louisiana, Arkansas, Texas, Oklahoma, and New Mexico. (DB)

Descriptors: *Computer Managed Instruction; *Disabilities; *High Risk Students; *Individualized Education Programs; Intervention; Preschool Education; Screening Tests; *Student Educational Objectives; Telecommunications

Identifiers: *Early Intervention; Project Head Start; *Telecommunications Intervention Program

ED280639 RC016111

Inservice Training via Telecommunications: Almost Like Being There.

Pitcher, Sharman; And Others

Oct 1986

9p.; Paper presented at the Annual Conference of the National Rural and Small Schools Consortium (Bellingham, WA, October 7-10, 1986).

EDRS Price - MF01/PC01 Plus Postage.

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; Utah

Target Audience: Practitioners

Provision of needed services to handicapped preschoolers in rural areas presents major challenges, primarily because of the lack of trained personnel. Federally-funded Project Hi Tech trained teaching staff of two preschools, one of them located almost 200 and the other over 300 miles from Utah State University, by using two-way audio-video telecommunications supported by more common forms of communication including telephone and electronic mail. The microwave signal transmission system utilized the existing state network with the addition of 23 gigahertz microwave radios at the two preschool sites. Other equipment included uni-directional and mobile microphones, broadcast-quality and home video cameras, standard television receivers, the Special Net data-base, and speaker phones. Training techniques utilized coincidental and microsession teaching, the "Let's Be Social" curriculum for handicapped children, and a planning procedure for determining training content. Data indicated that interactive, televised classroom sessions did provide consultants with sufficient information to formulate individual training plans for rural teachers and that rural teachers could follow the plans. The resultant procedures were effective in helping children acquire skills. Few difficulties were incurred due to hardware malfunction; only 4 of 58 scheduled training sessions had to be cancelled due to equipment failure. (NEC)

Descriptors: Access to Education; College School Cooperation; Delivery Systems; *Disabilities; *Distance Education; Electronic Equipment; Electronic Mail; *Inservice Teacher Education; Postsecondary Education; Preschool Education; Preschool Teachers; *Rural Areas; Rural Education; *Special Education; *Telecommunications; Teleconferencing

Identifiers: *Utah State University

ED278391 IR012550

Out-of-School Learning among Children, Adolescents, and Adults. Report of Findings from the 1985 Home Information Technology Study (HITS). Contractor Report.

Riccobono, John A.

Corporation for Public Broadcasting, Washington, D.C.

Sep 1986

151p.; For a related report, see IR 012 470.

Report No: CS-86-402

Available From: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

EDRS Price - MF01/PC07 Plus Postage.

Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; District of Columbia

Government: Federal

One of two reports on the 1985 Home Information Technology Study (HITS), a national survey conducted to provide insights into the role played by educational technologies in out-of-school learning, this volume provides current national estimates of the nature and extent of non-school learning by children, adolescents, and adults, and examines the factors involved in the decision to engage in non-school learning and the processes and resources typically employed in different types of learning. The first of three major sections in this report, the introduction provides background information on the study and a description of the survey methodology. Detailed analyses of the data are presented in the second section for: (1) the nature and extent of non-school learning; (2) the most important learning activities; (3) factors related to the choice of the most important non-school learning; (4) use of resources in non-school learning, including involvement of other people and use of non-human resources; and (5) attitudes toward learning resources. The third section provides a summary of the major findings and conclusions drawn from the data analyses. Appended materials include copies of the HITS interview items for all four age groups; a summary of the HITS study design and survey methodology; and a discussion of the precision of reported estimates and generalized standard errors. (BBM)

Descriptors: Adolescents; Adults; *Attitudes; Audio Equipment; Family Environment; *Information Technology; Interviews; *Learning Activities; Microcomputers; National Surveys; Preadolescents; Telecommunications; Television; *Use Studies; Video Equipment; Young Children

Identifiers: *Informal Learning

ED278363 IR012470

Use of Electronic Information Technologies for Non-School Learning in American Households. Report of Findings from the 1985 Home Information Technology Study (HITS).

Riccobono, John A.

Corporation for Public Broadcasting, Washington, D.C.

Aug 1986

143p.; For a related report, see IR 012 550.

Report No: CS-86-215

EDRS Price - MF01/PC06 Plus Postage.

Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; District of Columbia

Government: Federal

One of two reports on the 1985 Home Information Technology Study (HITS), a national survey conducted to provide insights into the role played by educational technologies in out-of-school learning, this volume provides current estimates of the availability and accessibility of information technologies and related program materials in American households, and examines how, by whom, and to what extent these household technologies/resources are used for informal learning. The first of five major sections in this report, the introduction provides background information on the study and a description of the survey methodology. Detailed analyses of the data are then presented in separate sections for: (1) the general household availability of technological equipment and program materials to persons in the four age groups; (2) the use of technology/educational material for nonschool learning by children and adults; and (3) attitudes toward various information resources/technologies for different types of learning, and how these attitudes differ among and between users and nonusers of these materials. The fifth section provides a summary of the major findings and conclusions drawn from the data analyses. Appended materials include copies of the HITS survey questionnaire (interview) items; a summary of the HITS study design and procedures; and a brief discussion of the precision of reported estimates and generalized standard errors. (BBM)

Descriptors: Adolescents; Adults; *Attitudes; Audio Equipment; Family Environment; *Information Technology; Interviews; *Learning Activities; Microcomputers; National Surveys; Preadolescents; Telecommunications; Television; *Use Studies; Video Equipment; Young Children

Identifiers: *Informal Learning

ED259841 PS015194

Expanding Human Services Training through Telecommunications: A Day Care-Head Start Study. Executive Summary.

North Carolina State Dept. of Human Resources, Raleigh. Office of Day Care Services.

Jan 1985

19p.

EDRS Price - MF01/PC01 Plus Postage.

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; District of Columbia

The feasibility of incorporating teletraining into a statewide staff development program was examined in a comparison of four training approaches: traditional instruction and audio instruction enhanced with either slides, videocassettes, or slowscan. The training population consisted of directors and caregivers from Head Start and state-subsidized day care centers in North Carolina. Three urban and one rural teleconferencing centers were established in the state. Attendance at each site ranged from 7 to 18 teachers and aides and from 3 to 14 administrators. Lasting between 3 and 4 hours per subject area, training focused on the classroom environment, families, and financial management. It was found that teleconferencing can create a learning environment as desirable as the one created by traditional training, both in terms of amount of learning and attitudes toward training. Of the approaches examined, audioconferencing provided the most cost-effective alternative to traditional training. It was suggested that the other approaches can offer a number of benefits when used in a specialized manner. (RH)

Descriptors: Comparative Analysis; *Cost Effectiveness; *Day Care Centers; Early Childhood Education; Postsecondary Education; *Staff Development; State Programs; *Telecommunications

Identifiers: *Instructional Effectiveness; Media Appraisal; North Carolina; *Project Head Start

ED251186 PS014719

Telecommunications. Training for Day Care Teachers, Aides, and Administrators: A Comparative Study. A Summary Report.

Suarez, Tanya M.; And Others
North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
May 1984
25p.
EDRS Price - MF01/PC01 Plus Postage.
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; North Carolina
Government: State

This study compared the effectiveness of three types of telecommunications technology and a traditional face-to-face approach in training day care teachers, aides, and administrators. The technologies were audio telecommunications with (1) audiotapes and slides, (2) videotapes, and (3) slowscan television. Data were collected through observations of training implementation, knowledge pretests and posttests, an opinionnaire, and a demographic survey of trainee characteristics. Results indicated that each training approach could be presented to cover the same content and procedures in similar amounts of time. Each approach resulted in a significant increase in knowledge, and none of the approaches was more effective than others in achieving knowledge gain. Subjects viewed traditional sessions more positively than audio or slowscan television sessions and preferred sessions delivered at a single site to multi-site sessions. Trainees who initially knew the least about the content learned the most. Other trainee characteristics were not related to the amount of learning that occurred. It was concluded that telecommunications technologies can effectively be used for training day care personnel. Additional observations are discussed, and recommendations are offered regarding the implementation of telecommunications training. Specifically, these recommendations concern primary sources of problems and the quality and effectiveness of training. (RH)

Descriptors: *Administrators; Audiovisual Aids; *Child Caregivers; Comparative Analysis; *Day Care; Early Childhood Education; Inservice Education; *Preschool Teachers; *Telecommunications; *Training; Videotape Cassettes

Identifiers: *Face to Face Communication; Slow Scan Television

ED221187 IR010358

Interagency Research Information System: A User's Manual. A Computerized Information System on Federally Sponsored Research, Development, Demonstration, and Evaluation Projects for Children and Youth.

George Washington Univ., Washington, D.C. Social Research Group.
Jun 1979
49p.
EDRS Price - MF01/PC02 Plus Postage.
Document Type: CLASSROOM MATERIAL (050); DICTIONARY (134)
Geographic Source: U.S.; District of Columbia

This manual introduces the Interagency Research Information System (IRIS), a database dealing with federally-sponsored research and development efforts relating to children and youth, and outlines the general uses of the IRIS database. The classification for the subject description of materials covered by the database is described and the classification scheme is presented, along with the numeric codes affiliated with the classification categories that are used in searching the IRIS file online. The general categories of information provided include general project information (e.g., funding, duration, scope, and sample size), targeted research population (by age, sex, ethnicity, socioeconomic status, and location), kind of research, focus of research, areas of research, and findings. (JL)

Descriptors: *Adolescents; Agency Cooperation; *Classification; *Databases; Federal Programs; Information Retrieval; Information Systems; Online Systems; *Public Agencies; Research Reports; Search Strategies; *Young Children

Identifiers: *Interagency Research Information System

Journal Articles

EJ555781 IR536119

Global Classrooms—E-Mail Learning Communities.

Baugh, Ivan W.; Baugh, Jean G.

Learning and Leading with Technology, v25 n3 p38-41 Nov 1997

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Describes the learning experiences that occurred when a third-grade Spanish class participated in a pilot e-mail project. Highlights include the Internet learning community; social studies and language learning activities; multicultural learning opportunities; using e-mail for other content areas; project management; and benefits of the project. Sidebar lists resources. (AEF)

Descriptors: *Computer Assisted Instruction; *Computer Mediated Communication; Computer Uses in Education; *Electronic Mail; Grade 3; Instructional Innovation; *Internet; Language Arts; *Learning Activities; Multicultural Education; Pilot Projects; Primary Education; Social Studies; Spanish; Student Projects

EJ554421 PS527238

Keypals—E-mail Leads to New Friends.

Durost, Dennis D.; Hutchinson, Sue L.

Dimensions of Early Childhood, v25 n4 p17-22 Fall 1997

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Describes the Keypal Project, a project in which e-mail was introduced in two kindergarten classes with the intent to enrich children's literacy and communication skills and foster long-distance relationships. Found the project had great learning potential and was easily incorporated into constructivist programs which emphasize active learning. (SD)

Descriptors: *Communication Skills; *Computer Mediated Communication; Computer Oriented Programs; *Computer Uses in Education; Computers; Constructivism (Learning); *Electronic Mail; Kindergarten; Kindergarten Children; Language Skills; Literacy; *Literacy Education; Telecommunications

Identifiers: *Pen Pals

EJ552677 IR535932

Mission to Mars: A Collaborative Project Infusing Technology and Telecommunications into the Curriculum.

Craig, Dorothy Valcarcel; Stewart, Jaci

Learning and Leading with Technology, v25 n2 p22-27 Oct 1997

Document Type: TEACHING GUIDE (052); JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Describes a collaborative project involving third and fifth graders that focused on integrating computer technology into the earth science curriculum. Electronic research, telecommunications, science software, and an interdisciplinary approach are discussed; and a list of classroom resources and three worksheets are included. (LRW)

Descriptors: *Computer Assisted Instruction; Courseware; *Curriculum Development; Earth Science; *Educational Technology; Elementary Education; *Elementary School Science; Grade 3; Grade 5; Interdisciplinary Approach; Research Methodology; Resource Materials; Telecommunications; Worksheets

Identifiers: *Collaborative Learning; *Technology Integration

EJ548942 EA533648

The Year's Best Books.

Harrington-Lueker, Donna

American School Board Journal, v184 n8 p31-34 Aug 1997

Document Type: BOOK-PRODUCT REVIEW (072); JOURNAL ARTICLE (080)

Reviews: "The Schools We Need and Why We Don't Have Them"; "Charter Schools: Creating Hope and Opportunity for American Education"; "Horace's Hope: What Works for the American High School"; "United Mind Workers: Unions and Teaching in the Knowledge Society"; "Digital Literacy"; "Reinventing Early Care and Education: A Vision for a Quality System"; and "The Right to Learn: A Blueprint for School Reform." (LMI)

Descriptors: Charter Schools; Cognitive Processes; Early Childhood Education; *Educational Improvement; *Educational Philosophy; *Educational Quality; Elementary Secondary Education; Equal Education; Internet; Learning Strategies; Progressive Education; *School Effectiveness; *School Restructuring; Unions

EJ538139 PS526042

Culture in the Classroom.

Levy, Alison

Early Childhood News, v9 n1 p28-30,32-33 Jan-Feb 1997

Document Type: TEACHING GUIDE (052); RESEARCH REPORT (143); JOURNAL ARTICLE (080)

Describes four approaches to utilizing and addressing cultural differences in the classroom: multicultural education, anti-bias curriculum, global education, and international education. Presents diversity education techniques in terms of direct communication (explicit), indirect communication (implicit), cultural information resources available in print and via Internet, and directions for curriculum development. (SD)

Descriptors: *Cultural Awareness; Cultural Background; *Cultural Differences; Cultural Influences; Cultural Interrelationships; Cultural Maintenance; Cultural Relevance; Culture

Contact; *Curriculum Design; Early Childhood Education; Foreign Culture; *Global Education; International Studies; Internet; *Multicultural Education

Identifiers: Antibias Practices; *Cultural Sensitivity; Cultural Studies; Cultural Values; *Diversity (Student)

EJ538040 IR534359

Grasping the Thread: Web Page Development in the Elementary Classroom.

Barkhouse, Nancy

Emergency Librarian, v24 n3 p24-25 Jan-Feb 1997

Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)

Describes how a Canadian teacher and her second and third graders developed a Web page using minimal technology. Discusses individual and collaborative writing projects, simple and cheap web file storage, HTML coding, hardware, hypertext links, multimedia projects, Internet connections, funding, student goals, motivation, audience response, and listservs for teachers wanting to start web work or find partners for joint projects. (PEN)

Descriptors: Childrens Writing; Computer Uses in Education; *Cooperative Programs; Elementary Education; Foreign Countries; Grade 2; Grade 3; Information Storage; Internet, Multimedia Materials; Student Motivation; *Student Projects; *World Wide Web; Writing (Composition)

Identifiers: Canada; Collaborative Writing; *Home Pages; HTML; Links (Indexing); Listservs

EJ537534 EA532942

Caught in the Web: How Online Advertising Exploits Children.

Pasnik, Shelley

Principal, v76 n3 p24-25 Jan 1997

Document Type: EVALUATIVE REPORT (142); JOURNAL ARTICLE (080)

Principals should be aware of Internet advertising targeted at children. According to a recent Center for Media Education study, many companies design online sites for children as a way to bypass adult authority and prey on children's vulnerabilities. Some companies use their online sites to develop brand loyalties or collect market-segment data on children. Ameliorative actions are suggested. (MLH)

Descriptors: *Administrator Responsibility; *Advertising; Elementary Education; *Internet; *Marketing; *Principals; Young Children

Identifiers: Center for Media Education; *Commercialism; *Exploitation

EJ538111 PS526014

"We're Helping Them To Be Good Teachers": Using Electronic Dialoguing to Connect Theory and Practice in Preservice Teacher Education.

Johnson, Denise

Journal of Computing in Childhood Education, v7 n1-2 p3-11 1996

Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)

Describes a project conducted in a reading methods course for preservice elementary education students to model how technology can be incorporated into the curriculum to facilitate learning as well as provide hands-on experiences with computer applications. The project involved corresponding with third-graders by means of electronic mail. (SD)

Descriptors: College Students; Computer Uses in Education; Curriculum Development; Educational Technology; *Electronic Mail; Grade 3; *Internet; *Preservice Teacher Education; *Teacher Education Programs; Teacher Educator Education; Teacher Improvement; *Theory Practice Relationship

Identifiers: Arkansas; *Preservice Teachers; Technology Utilization; Wisconsin

EJ537912 IR534211
Paired Keyboards as a Tool for Internet Exploration of Third Grade Students.
Peters, Joseph M.
Journal of Educational Computing Research, v14 n3 p229-42 1996
Document Type: RESEARCH REPORT (143); JOURNAL ARTICLE (080)

A third grade class served as subjects of this study on the use of paired keyboards attached to a single microcomputer as a means to facilitate Internet exploration. A collaborative environment resulted, where students could benefit from the scaffolding provided by computer and Internet resources. (AEF)

Descriptors: *Computer Uses in Education; *Cooperative Learning; *Discovery Learning; Educational Resources; Educational Technology; Elementary Education; Grade 3; Group Activities; Interaction; *Internet; *Keyboarding (Data Entry); *Learning Activities; Microcomputers

Identifiers: *Scaffolding

EJ532843 IR533620
First Grade Online.
Oakes, Celeste
Learning and Leading with Technology, v24 n1 p37-39 Sep 1996
Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)

A teacher describes how she integrated telecommunications and Internet technology into her first-grade language arts curriculum. The use of electronic mail to communicate with other student penpals generated student enthusiasm and motivation which improved reading and writing skills. Other projects included researching questions using Internet resources. (LAM)

Descriptors: *Computer Mediated Communication; *Electronic Mail; *Grade 1; Information Technology; Integrated Activities; *Integrated Curriculum; *Internet; *Language Arts; Learning Activities; Primary Education; Reading Skills; Research Tools; Student Motivation; Writing Skills

Identifiers: Pen Pals

EJ520499 PS524758
Protecting Your Child on the Information Highway: What Parents Need to Know.
Magid, Lawrence J.
Montessori Life, v8 n1 p26 Win 1996
Document Type: NON-CLASSROOM MATERIAL (055); JOURNAL ARTICLE (080)

Discusses how parents can reduce the risks of inappropriate Internet use and ensure positive online experiences for their children. Gives guidelines for family rules and personal rules that each young user should know and understand. (ET)

Descriptors: Early Childhood Education; *Internet; Montessori Method; Online Systems; *Parent Role; Parents; Prevention; Safety; *Young Children

Identifiers: Computer Use

EJ520441 PS524666
Internet Connections.
Lindroth, Linda K.
Teaching PreK-8, v26 n4 p78-79 Jan 1996
Document Type: DIRECTORY (132); JOURNAL ARTICLE (080)

Annotates 16 World Wide Web (WWW) sites dealing with math and science education matters covered in feature articles for this journal issue. Topics include math fairs, classroom restructuring, and hands-on science. (JW)

Descriptors: *Class Activities; Cognitive Development; Cognitive Processes; Concept Formation; Elementary Education; *Internet; *Mathematical Concepts; Mathematics Skills; Preschool Education; *Science Education

Identifiers: *World Wide Web

EJ519110 SP524823
Free in First Grade: Technology in One Classroom.
Weaver, Cathy
Kamehameha Journal of Education, v6 p61-70 Sum 1995
Theme issue title: "Technology in the Classroom."
Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)

A first-grade teacher in Hawaii's Kamehameha Schools describes her experiences introducing educational technology into the classroom, examining her fears and successes as she and her students learned to use optical scanners, telecommunications, CD-ROM, and electronic mail to enhance their reading and writing skills. (SM)

Descriptors: *Computer Assisted Instruction; Creative Teaching; *Educational Technology; Electronic Mail; Grade 1; Optical Data Disks; *Optical Scanners; Primary Education; *Reading Instruction; Reading Skills; Teaching Methods; *Telecommunications; *Writing Instruction; Writing Skills

Identifiers: Hawaii; *Kamehameha Schools HI

EJ513402 EA531163
What 2nd Graders Taught College Students and Vice Versa.
Curtiss, Pamela M.; Curtiss, Kerry E.
Educational Leadership, v53 n2 p60-63 Oct 1995
Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)

An Internet correspondence program gave Nebraska second-graders an audience for their writing and provided Iowa preservice teachers with insights into classroom teaching. The experience helped youngsters' reading, writing, and comprehension skills. The college students learned that children can communicate in a sophisticated manner, have varied interests, and read at different levels. (MLH)

Descriptors: *Childrens Literature; *College School Cooperation; *College Students; *Electronic Mail; Elementary Education; *Grade 2; Higher Education; *Reading Strategies

Identifiers: *Internet; Iowa; Nebraska

EJ503599 PS523252

Electronic Impersonations: Changing the Context of Teacher-Student Interaction.

Harris, Judith B.

Journal of Computing in Childhood Education, v5 n3-4 p241-55 1994

Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)

Reports results from "Characters Online" a telecommunications in education project. Participating college students impersonated characters in children's books in electronic mail communications over the Internet with elementary school students reading the equivalent books. Both groups engaged frequently in informal conversation and rarely used regulatory or instructional language. (AA)

Descriptors: Child Language; *Class Activities; Classroom Communication; *Computer Mediated Communication; *Computer Uses in Education; Educational Technology; Language of Instruction; Language Patterns; *Language Styles; *Online Systems; Primary Education; *Teacher Student Relationship; Telecommunications

EJ499972 PS522971

Literacy as a Sociocultural Tool in the Pursuit of Friendship.

Westburg, Laura

Dimensions of Early Childhood, v23 n1 p5-9 Fall 1994

Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)

Describes the use of electronic mail and coded messages by two five-year olds in an early childhood class, examining the effects of early literacy on social interaction. Suggests that teachers need to create a classroom culture that offers authentic, meaningful experiences for children and that reflect real-life uses of literacy. (MDM)

Descriptors: Case Studies; Classroom Environment; Coding; Computer Uses in Education; Early Childhood Education; *Electronic Mail; *Friendship; *Literacy; Microcomputers; *Preschool Children; *Social Development; *Teacher Role

Identifiers: Emergent Literacy

EJ488495 PS522229

Computers, Collaboration Take to the Road.

NHSA Journal, v13 n1 p39-41 Sum 1994

Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)

Describes a training program undertaken by the Kentucky River Foothills Head Start and Eastern Kentucky University that uses a computer-equipped mobile learning lab. The project brings staff training and adult education opportunities to Head Start programs that have limited technological resources. The van contains eight networked computer workstations, a video recorder, television monitor, generators, and a wheelchair lift. (MDM)

Descriptors: Computer Networks; *Computer Uses in Education; *Mobile Educational Services; *Parent Education; Partnerships in Education; *Preschool Education; Program Descriptions; *Staff Development

Identifiers: Eastern Kentucky University; Kentucky; *Project Head Start

EJ487927 EC609114

Using Distance Education to Prepare Early Intervention Personnel.

Ludlow, Barbara L.

Infants and Young Children, v7 n1 p51-59 Jul 1994

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

The Early Intervention Special Education Program at West Virginia University developed, implemented, and evaluated a distance education model using satellite broadcasts of coursework and supervised practicum experiences to train early interventionists. Program success suggests that emerging telecommunications technologies offer a feasible solution. (Author/JDD)

Descriptors: *Disabilities; *Distance Education; Early Childhood Education; *Early Intervention; Practicums; Program Development; Program Effectiveness; Special Education; State Universities; *Teacher Education; Teacher Education Programs; Telecommunications; *Telecourses

Identifiers: *West Virginia University

EJ486926 PS522106

ATLIS. Early Childhood Development and the Electronic Age.

Alexander, Nancy P.

Young Children, v49 n5 p26-27 Jul 1994

Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)

Describes the America Tomorrow Leadership Information Service (ATLIS) and how this information can benefit early childhood professionals. Discusses the future of telecommunications in the early childhood profession and includes a glossary of telecommunications terms. (HTH)

Descriptors: *Early Childhood Education; Educational Resources; Glossaries; *Information Networks; Information Sources; Online Systems; *Professional Development; *Telecommunications

Identifiers: ATLIS Computer Network

EJ486875 PS521985

Online for New Learning Opportunities.

Brett, Arlene

Dimensions of Early Childhood, v22 n3 p10-13 Spr 1994

Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)

Discusses the various ways computers and related technology are being used in early childhood and elementary settings. Describes different types of educational software, local area networks and telecommunications, and online information services such as CompuServe and Prodigy. Gives examples of online curricular activities and advice on the mechanics of going online. (TJQ)

Descriptors: *Computer Assisted Instruction; Computer Networks; *Computers; Computer Software; *Computer Uses in Education; Early Childhood Education; Educational Technology; Elementary Education; Information Services

EJ483740 IR528663

Teaching Information Skills at the Primary Grade Levels.

Sine, Lynn

School Library Media Activities Monthly, v10 n9 p29-30,33 May 1994

Document Type: TEACHING GUIDE (052); POSITION PAPER (120); PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)

Offers suggestions for teaching information skills to kindergarten through second-grade students. Highlights include book titles to use as discussion lead-ins; library group activities; the use of technology, including computer software and electronic mail; and problem-solving skills. (LRW)

Descriptors: Computer Assisted Instruction; Courseware; Discussion (Teaching Technique); Electronic Mail; Group Activities; Information Literacy; Learning Activities; Learning Resources Centers; *Library Instruction; *Library Skills; Primary Education; Problem Solving; School Libraries

Identifiers: *Information Skills

EJ481866 IR528469

Teaching Global Studies with Technology.

Kadrmas, Stacey R.

Media and Methods, v30 n4 p24-25 Mar-Apr 1994

Document Type: POSITION PAPER (120); PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)

Describes activities at the Frost Lake (Minnesota) Magnet School of Technology that relate to global concepts including interdependence, economics, and cultural change. Projects in sixth-grade and second-grade classes are explained, and benefits of an integrated approach are discussed, including student motivation and the use of higher order thinking skills. (LRW)

Descriptors: Class Activities; Computer Assisted Instruction; Courseware; Economic Factors; *Educational Technology; Elementary Education; Grade 2; Grade 6; Magnet Schools; Student Motivation; Telecommunications; Thinking Skills

Identifiers: Cultural Change; *Global Studies; Interdependence; Minnesota

EJ476859 TM517660

Notes from ERIC/AE: More than a Name Change.

Rudner, Lawrence M.

Educational Measurement: Issues and Practice, v12 n4 p27-29 Win 1993

Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)

Activities of the new ERIC Clearinghouse on Assessment and Evaluation (ERIC/AE) are described, and planned activities and services are reviewed. ERIC/AE gathers information pertaining to assessment, evaluation, and learning theory; and it makes that information available to a number of audiences through print and electronic media. (SLD)

Descriptors: *Clearinghouses; *Databases; Early Childhood Education; *Educational Assessment; Educational Research; Educational Technology; Electronic Mail; Elementary Secondary Education; *Evaluation Methods; *Information Dissemination; Information Networks; *Institutional Mission; Measurement Techniques; Postsecondary Education; Reference Services; Resource Materials

Identifiers: *ERIC Clearinghouse on Assessment and Evaluation

EJ461769 RC509217

Audio Teleconferencing: Creating a Bridge between Rural Areas and the University in Early Childhood/Special Education.

Shaeffer, Margaret B.; Shaeffer, James M.

Rural Special Education Quarterly, v12 n1 p23-29 1993

Theme issue with title "Early Childhood Special Education."

Document Type: PROJECT DESCRIPTION (141); TEACHING GUIDE (052); JOURNAL ARTICLE (080)

Describes the University of Wyoming's use of audio teleconferencing to deliver coursework to rural teachers and other professionals fulfilling new state certification requirements in early childhood special education. Suggests teaching methods, teacher behaviors, and "classroom" techniques that increase effectiveness of teleconferencing courses. Summarizes student reactions to a teleconferencing course. (SV)

Descriptors: Classroom Communication; *Classroom Techniques; *Distance Education; Early Childhood Education; Extension Education; Higher Education; *Inservice Teacher Education; Professional Education; *Rural Education; Special Education; Teaching Methods; *Teleconferencing

Identifiers: *University of Wyoming

EJ457408 EC604951

Technology Helps Parents Teach Their Children with Developmental Delays.

Perry, Mary; Garber, Malcolm

Teaching Exceptional Children, v25 n2 p8-11 Win 1993

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

The Parent Outreach Program in Toronto, Ontario, was developed to assist parents in home teaching of children with developmental delays. The program uses computers in direct service delivery, for assessment of adaptive behavior and goal attainment, development of teaching activities, and telecommunications. (JDD)

Descriptors: *Computer Oriented Programs; Delivery Systems; *Disabilities; Foreign Countries; *Home Programs; Instructional Development; *Outreach Programs; Parent Education; *Parents as Teachers; Preschool Education; Program Development; Telecommunications

Identifiers: Ontario (Toronto)

EJ457304 EA527598

Restructuring with Technology.

Foley, Dorothy M.

Principal, v72 n3 p22,24-25 Jan 1993

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

One Massachusetts elementary school, desegregated and rebuilt with a complete system of state-of-the-art technology and infrastructure, has shown how technology can influence school restructuring and student achievement. School's technology is integrated into the whole curriculum. Garfield School's experience shows that computers can benefit both teachers and students, that technology can be upgraded, and that networking makes a critical difference. (MLH)

Descriptors: Computer Assisted Instruction; *Computer Networks; *Computer Uses in Education; *Desegregation Effects; Early Childhood Education; *Educational Technology; Elementary Education; Faculty Workload; *Magnet Schools; Principals; *School Restructuring; Teacher Response

Identifiers: *Massachusetts (Revere)

EJ445003 RC508817

Evaluating the Benefits of a Computer Based Telecommunication Network: Telementoring and Teletraining for Educators in Rural Areas.

Kendall, Robbie M.

Journal of Research in Rural Education, v8 n1 p41-46 Win 1992

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Describes an inservice teacher training program for educators in early childhood special education in rural South Carolina using telecommunications, telementoring, and teletraining. The program evaluation shows significant improvements in participants' self-reported competency in using computers, understanding research journals, and using research information. (KS)

Descriptors: *Access to Information; *College School Cooperation; Early Childhood Education; Educational Technology; *Inservice Teacher Education; Networks; Program Evaluation; *Rural Schools; *Special Education; *Telecommunications

Identifiers: Telementoring; *Teletraining

EJ441323 EC602615

Use of Telecommunications for Inservice Support of Teachers of Students with Disabilities.

Rule, Sarah; Stowitschek, Joseph J.

Journal of Special Education Technology, v11 n2 p57-63 Fall 1991

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

A project is described that applied electronic media to inservice training, support, and consultation of preschool special education personnel in geographically distant locations. The system permitted two-way, full-motion video as well as interactive audio communication and was extended into teachers' own classrooms for observation and training. (Author/JDD)

Descriptors: Consultation Programs; Demonstration Programs; *Disabilities; *Distance Education; Early Intervention; Federal Programs; *Inservice Teacher Education; *Interactive

Video; Postsecondary Education; Preschool Education; Technological Advancement; *Telecommunications; Teleconferencing

EJ421705 IR522625

Classroom Technology and Its Global Connections.

Boston, Jane; And Others

Media and Methods, v27 n3 p18,48-49,54 Jan-Feb 1991

Report No: ISSN-0025-6897

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Describes three projects that use technology to adapt curriculum to a global approach: (1) kindergartners using a videotape to see a Japanese child; (2) eighth graders using Macintosh networked workstations to produce hypermedia presentations on community issues; and (3) a high school class using a computer-based telecommunications system to create an economics simulation. (LRW)

Descriptors: Computer Assisted Instruction; Computer Networks; Computer Simulation; *Curriculum Development; Economics; *Educational Technology; Elementary Secondary Education; *Global Approach; Grade 8; Hypermedia; Kindergarten; Local Issues; Microcomputers; Telecommunications; Videotape Recordings; Young Children

Identifiers: Apple Macintosh; Japan; Workstations

EJ392000 CS738180

Using a TTNS Electronic Mailbox in a Junior Class.

Wishart, Elizabeth

Reading, v22 n3 p144-51 Nov 1988

Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052); RESEARCH REPORT (143)

Explains the use of the Times Network System's (TTNS) Electronic Mailbox in the classroom, discussing advantages and disadvantages, and suggests conditions favorable to a successful program. (NH)

Descriptors: Audience Awareness; Case Studies; *Communication Skills; *Computer Uses in Education; *Electronic Mail; Foreign Countries; Information Networks; Information Processing; *Information Technology; Intermediate Grades; Primary Education; Writing Instruction; Writing Skills

Identifiers: England; Times (London)

EJ380428 IR518962

An Economic Analysis of Inservice Teacher Training.

Rule, Sarah; And Others

American Journal of Distance Education, v2 n2 p12-22 1988

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

This economic analysis compares the costs of two training alternatives for inservice teacher training in rural areas: (1) actual training delivered via telecommunications, and (2) estimated costs of an equal amount of on-site training. A project at Utah State University using interactive television for early education staff teaching handicapped children is described. (7 references) (LRW)

Descriptors: Comparative Analysis; *Cost Effectiveness; Cost Estimates; Disabilities; Early Childhood Education; *Inservice Teacher Education; Personnel; *Rural Schools; *Telecommunications; *Training Methods

Identifiers: Interactive Television; Utah State University

EJ368919 EC202297

Developing Writing Skills in Bilingual Exceptional Children.

Goldman, Susan R.; Rueda, Robert

Exceptional Children, v54 n6 p543-51 Apr 1988

Special Issue: Research and Instruction in Written Language.

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); REVIEW LITERATURE (070)

Target Audience: Teachers; Researchers; Practitioners

This paper reviews two theoretical approaches (cognitive-developmental and functional-interactive) to the study of the writing of bilingual exceptional children and discusses their implications for effective writing instruction. Also described are two illustrative research projects, one employing the dialogue-journal technique on a microcomputer and another using narrative writing in dyads. (Author/JDD)

Descriptors: *Bilingual Students; Child Development; Cognitive Processes; Computer Uses in Education; Dialogs (Language); *Disabilities; Early Childhood Education; Elementary Secondary Education; Interaction; Microcomputers; Online Systems; *Skill Development; Teaching Methods; *Writing (Composition); Writing Instruction; *Writing Skills

Identifiers: Dyads; *Functional Learning Environments

EJ367426 EC201893

Modifying Preschool Teaching Behavior through Telecommunications and Graphic Feedback.

DeWulf, Michael J.; And Others

Teacher Education and Special Education, v10 n4 p171-79 Fall 1987

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Target Audience: Practitioners; Researchers

Three undergraduate students were observed and trained through a two-way audio-video telecommunications system to use prescribed teaching tactics with preschool-aged handicapped children. Televised graphic feedback alone was insufficient in producing desired changes in teacher behavior, but televised graphic feedback plus televised verbal explanation of desired behaviors was sufficient. (Author/JDD)

Descriptors: Audiovisual Communications; *Behavior Modification; *Disabilities; *Feedback; Preschool Education; *Preservice Teacher Education; Student Behavior; Teacher Behavior; Teaching Methods; Teaching Styles; *Telecommunications; *Television; Verbal Communication; Visual Aids

EJ353997 EC192524

An Analysis of the Use of Teleconferencing to Support a Rural Early Intervention Program.

Shaddock, Anthony J.; Batchler, Mervyn W.

Exceptional Child, v33 n3 p215-19 Nov 1986

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Analysis of weekly teleconferences between a multidisciplinary resource team and rural Australian parents, teachers, and volunteers working in early intervention for students with handicaps indicated the expected high frequency of information giving by the team and an unexpected high frequency of information giving by teachers, parents, and volunteers. (Author/CB)

Descriptors: *Disabilities; *Distance Education; Early Childhood Education; Foreign Countries; *Intervention; Parent Participation; *Program Effectiveness; Resource Staff; *Rural Areas; *Teleconferencing

Identifiers: Australia; *Early Intervention

EJ343870 EC190800

A Directory of Resources Supporting Microcomputer Use in Early Childhood Special Education.

Hurth, Joicey L.

Journal of the Division for Early Childhood, v10 n3 p270-82 1986

Document Type: JOURNAL ARTICLE (080); DIRECTORY (132)

Target Audience: Researchers; Practitioners

The directory lists and describes 48 resources organized by: projects using microcomputers to instruct young exceptional children, other early childhood special education microcomputer projects, technical assistance projects, software evaluation projects, publications and projects on adapted toys and educational devices, online electronic communication, and sources for publications and other print resources. (DB)

Descriptors: Computer Assisted Instruction; Demonstration Programs; *Disabilities; *Early Childhood Education; *Educational Resources; Instructional Material Evaluation; *Microcomputers; Online Systems; Program Descriptions; Technical Assistance; Toys

EJ341013 CS707211

"Eavesdropping" on the FM Band: Children's Use of Radio.

Christenson, Peter G.; DeBenedittis, Peter

Journal of Communication, v36 n2 p27-38 Spr 1986

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Describes a study of children's use of radio over the grade school years. Documents patterns of radio use and lists several categories of reasons offered by children for their use of the radio. (MS)

Descriptors: *Audiences; *Childhood Interests; Children; Communications; Elementary Education; Mass Media; *Media Research; *Radio; *Telecommunications; *Young Children

EJ333597 SO514975

Computer Programs for the Mind: New Ways to Learn.

Knauer, Gene

Futurist, v20 n2 p33-35 Mar-Apr 1986

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Interactive computer programs that include software able to mold its communication to the individual computer user will mean new links between man and machine. The computer will become an incredibly versatile tool for learning able to serve as a private tutor gearing instruction to the individual learner. (RM)

Descriptors: *Computers; *Computer Software; Elementary Secondary Education; *Futures (of Society); Higher Education; Individualized Instruction; Online Systems; Preschool Education

EJ331773 IR515032

Children's Broadcasting Information Online.

Andrews, Patrice K.

American Libraries, v17 n1 p76,78 Jan 1986

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

This article describes a computerized clearinghouse for children's radio and television designed to help parents, teachers, librarians, and students gather information on programs targeted for preschool through high-school-aged children. Data on 20,000 programs for the pilot, access for special needs audience, and the book/short story connection are covered. (EJS)

Descriptors: Clearinghouses; *Databases; Elementary Secondary Education; Information Services; *Information Systems; *Online Systems; Preschool Education; *Programming (Broadcast); *Radio; *Television

Identifiers: Database Reviews; KIDSNET

An Internet Glossary

Glossary

address	A location on a disk or in memory where a piece of information is stored. Also often used to refer to one's email address, which consists of letters followed by @ (i.e., "at" sign) and two or more domain names (example: jsmith@uiuc.edu).
archive	Storage of files for future use. Used in this book to indicate where Internet discussion group proceedings are stored and accessible.
ARPANet	An early effort to connect together a U.S. Defense Department network; an experimental network intended to support military research.
ASCII	American Standard Code for Information Interchange.
ASCII file	File that contains only ASCII characters (i.e., basic alphanumeric characters) and that can be sent directly over most computer networks such as the Internet. Non-ASCII files, which contain program-specific formatting codes and special characters, may not necessarily be sent over computer networks without additional special software such as MIME (see also).
baud	Measure of digital communication speed that measures how many signals are transmitted per second. Do not confuse with bits per second.
BITNET	Because It's Time NETwork. A network connecting primarily IBM mainframes and minicomputers in research institutions and universities around the world. A low-cost, low-speed network, BITNET was developed to provide distributed network access beyond the limits of the original ARPANet (see also) network.
bits per second	Measure of digital communication speed that measures how many characters are transmitted across a datalink each second. Do not confuse with baud rate.
body (email message)	The actual text of an email message message. (See also "subject [email message].")
bounced message	An email message that is undeliverable for some reason, and has been returned to the original sender.
CELLO	A World Wide Web browser intended for use with Microsoft Windows.

client	A computer that requests information or files from another computer connected to the Internet (the other computer is called a "server" [see also]).
community computing network	A network that provides a large group of users, usually at the community or regional level, with access to the Internet and to local resources, typically at very low cost.
connect time	The length of time you are "logged on" to a computer system.
cyberspace	Term invented by William Gibson in the science fiction novel *Neuromancer* to refer to a futuristic computer network that people use by plugging their brains into it.
daemon	Software on a UNIX operating system that runs continuously, performing "housekeeping" chores. The term is most visible to email users who send an email message to an improper address; the mail is returned by a mail daemon. Software that runs Gopher and World Wide Web sites is "daemon" software. This software is always running; it doesn't need to be repeatedly "started up" (as you repeatedly "start up" a word processor each time you want to use it, for example).
domain name system	A standardized system for naming computers on the Internet. See Chapter 1.
DOS	Disk Operating System.
download	To transmit data from a remote computer to a local computer on which a user is working.
electronic discussion group	See "mail list."
electronic discussion list	See "mail list."
electronic mail list	See "mail list."
FAQ	Frequently asked question. FAQs are files containing the answers to frequently asked questions and are frequently found at Internet sites.
Finger	A facility used on a UNIX computer connected to the Internet that locates an individual's logon name in an email address, given the domain name of the computer the individual uses for email.

FTP	File Transfer Protocol. Program that allows users to transfer files from one computer to another over a network. Some knowledge of the other computer's operating system is required.
Gopher	An information server that contains extensive information organized by menu. Gophers can also provide access to other information servers anywhere in the world by "pointing" to them from a menu item. Gopher has generally been superseded by the World Wide Web (see also).
header	The part of an electronic mail message generated by the protocols that govern message transfer. Provides information about who originated a message, its pathway of travel across the Internet, and machine identifications along the way.
home page	See Web site.
HTML	HyperText Markup Language. A series of codes inserted into ASCII text documents that instruct a Web browser (see also) how to display the documents.
HTTP	HyperText Transfer Protocol. A type of electronic protocol used by computers on the World Wide Web for communicating with each other. The four letters "http" appear at the beginning of the URL (see also) of many World Wide Web pages.
hypertext document	A document that contains within it links to other documents; by choosing a link, a user is automatically connected to another document on a local computer or over the Internet.
Internet	An international network of networks serving educational, military, government, and commercial institutions.
Internet Explorer	A graphical World Wide Web browser produced by Microsoft Corp.
Internet service provider	An institution, organization, or commercial enterprise that provides users with access to the Internet.
InterNIC	An organization that assigns Internet domain names (see also) within the United States.
IP address	The numerical address assigned to each computer on a network so that its location and activities can be distinguished from other computers.
JUGHEAD	A type of software used to search an individual Gopher (see also) site.

Listserv	A software product that operates Internet discussion groups or mail lists (see also).
Listprocessor	A software product that operates Internet discussion groups or mail lists (see also).
logon, login	(1) A unique name you use to access or "log on" to a computer; usually appears as the first part of your email address, before the "at" sign. (2) To access a computer by providing a unique user name.
mail list	An umbrella term that includes all kinds of Internet discussion groups based on Listserv, Majordomo, Listprocessor, or other kinds of software. Individuals "subscribe" to a mail list. A message that a subscriber sends to the mail list is automatically distributed to every other subscriber on the mail list.
Majordomo	A software product that operates Internet discussion groups or mail lists (see also).
MIME	Multi-Purpose Internet Mail Extensions. This is a specification for sending objects other than message text (most often text files, but can also include other files such as software or graphics) in email messages.
modem	A device that fits into or onto your computer for the purpose of exchanging information with another computer via the telephone network.
Navigator	A graphical World Wide Web browser produced by Netscape Corp.
netiquette	Internet etiquette.
password	A string of alphanumeric characters used to protect a logon account on a computer by making it very difficult for unauthorized users to access that account. A password is not totally secure and may not be absolutely effective in preserving your privacy and the safety of the network you belong to, especially if you share your password with someone else.
PPP	Point-to-point protocol. A protocol that allows a computer to speak over the phone line to a variety of networks that use different network languages, including AppleTalk, IPX, and IP. PPP is helpful if you use the Internet extensively from home by dialing in to an institutional computer account. To use PPP, you need a high-speed modem and special PPP software. Check with your local system administrator to see if PPP is available through your type of account.

search engine	A program used to search a collection of electronic resources. Search engines exist on the Internet that can search for information in millions of Internet sites.
server	A computer on the Internet that provides (or "serves") information or files to other computers (called "clients") that send requests to the server. (See also "client.")
signon	Same as login.
SLIP	Serial Line Internet Protocol. A precursor of and similar in function to PPP (see also).
subject (email message)	A field in the header of an email message into which one can type a short description of the topic of the email message. (See also "body [email message].")
surfing	The enjoyable act of browsing for Internet information.
TCP/IP	Transmission Control Protocol/Internet Protocol. A set of protocols used by the Internet to support services such as TELNET, file transfer (FTP), and mail (SMTP).
TELNET	Internet standard protocol for remote terminal connection. Enables a user at one site to log on to a server as if his or her own computer were directly connected to the server.
UNIX	UNIX is an operating system used on a variety of mainframes, workstations, and personal computers. It has short commands and advanced file sharing and networking capabilities.
URL	Uniform Resource Locator. A format of Internet address used on the World Wide Web.
USENET	An informal news network linking many sites around the world.
VERONICA	A type of software used to search Gopher (see also) sites worldwide.
Web site	A collection of information or resources on the World Wide Web that usually consists of a series of files or "pages," including hyperlinks as well as graphics and other nontext files. The page which introduces the site is called the "Home Page."
Web browser	A program that allows users to connect to sites on the World Wide Web. Web browsers can be text-only (such as Lynx) or graphical (such as Netscape Navigator and Microsoft Internet Explorer).

World Wide Web	That part of the Internet that allows users to easily follow links among hypertext documents (see also) and to view files that contain both text and nontext (such as graphics, video clips, sound, etc.) material. A Web browser (see also) is a software product that allows users to access the World Wide Web.

INDEX

ACCESS ERIC Web site: 3-1; searching the ERIC database on, 4-5
Activity Cupboard Web site, 3-2
address, definition of, G-1. *See also* IP address or Uniform Resource Locator
advocacy Web sites, 3-3, 3-12, 3-25, 3-30, 3-35, 3-37, 3-41, 3-49, 3-53, 3-55, 3-57, 3-82, 3-89, 3-90, 3-97, 3-100, 3-110, 3-113, 3-118, 3-119, 3-120, 3-140, 3-151, 3-163, 3-173
age level terms, ERIC, 4-2
Alliance for Parental Involvement Web site, 3-3
American Academy of Pediatric Dentistry Web site, 3-4
American Academy of Pediatrics Web site, 3-5
American Association of School Administrators Web site, 3-6
American Library Association Web site, 3-7
American Montessori Society Web site, 3-8
American Psychological Association Web site, 3-9
American School Directory Web site, 3-10
Animal Tracks® Web site, 3-11
animals: Web sites dealing with, 3-11, 3-161, 3-175
Annie E. Casey Foundation Web site, 3-12
archive, definition of, G-1
ARPANet, definition of, G-1
art education: Web sites dealing with, 3-13, 3-75, 3-92
ArtsEdNet Web site, 3-13
ASCII, definition of, G-1
AskERIC: and education-related questions, 4-6–4-7; and searching the ERIC database, 4-4; Web site, 3-14. *See also* ERIC Clearinghouse on Information and Technology (ERIC/IT)
assessment. *See* evaluation
Association for Childhood Education International Web site, 3-15
At-Home Dad Web site, 3-16
authoritative Web sites, 3-5–3-9, 3-11, 3-15, 3-28, 3-29, 3-33, 3-36, 3-40, 3-42, 3-44, 3-45, 3-47, 3-48, 3-54, 3-56, 3-67, 3-69, 3-76, 3-81, 3-83, 3-87, 3-94, 3-99, 3-108, 3-109, 3-111–3-114, 3-122, 3-123, 3-126–3-128, 3-131, 3-134, 3-135, 3-137, 3-138, 3-141–3-144, 3-147, 3-148, 3-150, 3-152, 3-156, 3-157, 3-160, 3-167, 3-168, 3-172, 3-176, 3-178
Awesome Library Web site, 3-17

Babyhood Web site, 3-18
baud, definition of, G-1
Beach Center on Families and Disability Web site, 3-19
Behavioral-Developmental Initiatives Web site, 3-20
Big Sky Telegraph Web site, 3-21
bilingual education: Web site dealing with, 3-116
BITNET, definition of, G-1
bits per second, definition of, G-1
Boarding Schools Online Web site, 3-22
body (email message), definition of, G-1
bounced message, definition of, G-1
Busy Teachers' Website K-12, 3-23

campus-based child care centers: electronic discussion list dealing with, 2-7; Web site dealing with, 3-117
CAMPUSCARE-L electronic discussion list, 2-7
Canada's SchoolNet Web site, 3-24
Canadian Council on Social Development Web site, 3-25
Carol Hurst's Children's Literature Site, 3-26
CELLO, definition of, G-1
Center for Career Development in Early Care and Education Web site, 3-27
Center for Children with Chronic Illness and Disability Web site, 3-28
Center for the Study of Books in Spanish Web site, 3-29
charter schools: Web site dealing with, 3-169
Child Care Action Website, 3-30
Child Care Bureau Web site, 3-31
Child Care Parent/Provider Information Network Web site, 3-32
Child Development Publications Web site, 3-33
Child & Family Canada Web site, 3-34
Children Now Web site, 3-35
Children's Book Council Web site, 3-36
Children's Defense Fund Web site, 3-37
children's literature: Web sites dealing with, 3-26, 3-29, 3-36, 3-38, 3-39, 3-159
Children's Literature Newsletter Web site, 3-38
Children's Literature Web Guide Web site, 3-39
Children's Nutrition Research Center Web site, 3-40
Children's Partnership Web site, 3-41
Children's Safety Network Web site, 3-42
Children's Software Revue Web site, 3-43
Children's Television Workshop Web site, 3-44
Children, Stress, and Natural Disasters Web site, 3-45
children with special needs: electronic discussion lists dealing with, 2-10, 2-32–2-36; Web sites dealing with, 3-19, 3-28, 3-50, 3-57, 3-66, 3-

77, 3-101, 3-114, 3-119, 3-128, 3-133, 3-140, 3-162, 3-163. *See also* gifted children
Children, Youth and Family Consortium Web site, 3-46
Child's Development Calendar (A), Web site, 3-47
Child Trends, Inc., Web site, 3-48
CHILD WELFARE electronic discussion list, 2-8
Child Welfare League of America Web site, 3-49
CLAS Early Childhood Research Institute Web site, 3-50
Classroom Connect Web site, 3-51
client, definition of, G-2
client-server software, 1-14–1-15
Colorado Parent Information and Resource Center Web site, 3-52
commercial Web sites, 3-16, 3-18, 3-20, 3-26, 3-32, 3-38, 3-43, 3-51, 3-58, 3-61, 3-62, 3-65, 3-68, 3-75, 3-80, 3-86, 3-91, 3-93, 3-98, 3-103, 3-107, 3-145, 3-146, 3-159, 3-161, 3-164, 3-166
Committee for Children Web site, 3-53
community computing network, definition of, G-2
Community Update Web site, 3-54
comprehensive Web sites, 3-1, 3-4, 3-10, 3-13, 3-14, 3-19, 3-21, 3-22, 3-27, 3-31, 3-34, 3-46, 3-50, 3-52, 3-59, 3-66, 3-70, 3-71, 3-72, 3-73, 3-74, 3-77, 3-79, 3-85, 3-88, 3-92, 3-96, 3-101, 3-104, 3-105, 3-106, 3-115, 3-116, 3-117, 3-121, 3-124, 3-125, 3-129, 3-130, 3-133, 3-149, 3-153, 3-154, 3-155, 3-158, 3-169, 3-170, 3-171, 3-174, 3-175, 3-177
connect time, definition of, G-2
Consortium for School Networking Web site, 3-55
Cooking with Young Children Web site, 3-56
Council for Exceptional Children Web site, 3-57
CREATIVE CURRICULUM electronic discussion list, 2-9
CSHCN-L (Children with Special Health Care Needs) electronic discussion list, 2-10
Culturally and Linguistically Appropriate Services. *See* CLAS Early Childhood Research Institute Web site
Current Index to Journals in Education (CIJE), 4-3
Cyberbee Web site, 3-58
cyberspace, definition of, G-2
CYE-L (Children, Youth and Environments List) electronic discussion list, 2-11–2-12
CYFERNet Web site, 3-59

daemon, definition of, G-2
dentistry, pediatric: Web site dealing with, 3-4
descriptors, ERIC, 4-1–4-2
Developing Educational Standards Web site, 3-60
disabilities, children with. *See* children with special needs
Domain Name System (DNS), 1-7–1-8, G-2
DOS, definition of, G-2
download, definition of, G-2
Dr. Toy Web site, 3-61

Early Childhood.Com Web site, 3-62
Early Childhood Education On Line Web site, 3-63
Early Childhood Educators' and Family Web Corner Web site, 3-64
Early Childhood News Web site, 3-65
Early Childhood Research Institute on Inclusion Web site, 3-66
ECENET-L (Early Childhood Education) electronic discussion list, 2-13
ECEOL-L (Early Childhood Educators Online) electronic discussion list, 2-14
ECPOLICY-L (Early Childhood Policy) electronic discussion list, 2-15
ECPROFDEV-L (Early Childhood Professional Development) electronic discussion list, 2-16
education level terms, ERIC, 4-2–4-3
Eisenhower National Clearinghouse Web site, 3-67
electronic discussion group. *See* electronic discussion lists
electronic discussion lists, 1-11–1-13, 2-1–2-37; definiti[illegible] G-2
electronic ma[illegible]–1-11
Empowering [illegible] Web site, 3-68
environmental education: Web site dealing with, 3-73
E-rate: Web sites dealing with, 3-69, 3-157
E-Rate Hotline Web site, 3-69
ERIC age level terms, 4-2
ERIC Clearinghouse on Assessment and Evaluation (ERIC/AE) Web site, 3-70; and educational tests, 4-6; searching the ERIC database on, 4-4
ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE): electronic discussion groups sponsored by, 2-7, 2-13, 2-15, 2-16, 2-27, 2-28, 2-30, 2-31; Web sites hosted by, 3-27, 3-50, 3-71, 3-115, 3-117, 3-124, 3-153
ERIC Clearinghouse on Information and Technology (ERIC/IT): and searching the ERIC database, 4-4; and lesson plans, 4-6. *See also* AskERIC
ERIC Clearinghouse on Rural Education and Small Schools Web site, 3-72

ERIC Clearinghouse on Science, Mathematics, and Environmental Education Web site, 3-73
ERIC Clearinghouse on Urban Education Web site, 3-74
ERIC database, searching of, 4-1–4-7
ERIC descriptors: 4-1–4-2
ERIC Digests: searching online, 4-5–4-6
ERIC Document Reproduction Service (EDRS): and searching the ERIC database, 4-5
ERIC education level terms, 4-2–4-3
ERIC identifiers: 4-2
ERIC publication types, 4-3
ERIC subject terms: 4-1–4-2
etiquette on the Internet, 1-14, G-4
evaluation: Web site dealing with, 3-70
exceptional children. *See* children with special needs or gifted children
expert search strategies, 4-4
Exploratorium Web site, 3-75

Facts for Families Web site, 3-76
family literacy: Web site dealing with, 3-139
Family Village Web site, 3-77
FAQ, definition of, G-2
fathers: Web sites dealing with, 3-16, 3-120
Federal Resources for Educational Excellence Web site, 3-78
File Transfer Protocol. *See* FTP
Finger, definition of, G-2
first grade: electronic discussion list dealing with, 2-17
Food and Nutrition Information Center Web site, 3-79. *See also* nutrition
Franklin Institute Science Museum Web site, 3-80
Frank Porter Graham Child Development Center Web site, 3-81
FTP: definition of, G-3; use in Web browsers, 1-20
Future of Children Web site, 3-82

Games Kids Play Web site, 3-83
Gateway to Educational Materials Web site, 3-84
gifted children: electronic discussion list dealing with, 2-18; Web sites dealing with, 3-57, 3-128
Global SchoolNet Foundation Web site, 3-85
Gopher, definition of, G-3; use in Web browsers, 1-21
GRADE_ONE electronic discussion list, 2-17
Gryphon House Books Web site, 3-86
GTOT-L (Gifted) electronic discussion list, 2-18

Harvard Family Research Project Web site, 3-87
header, definition of, G-3
Head Start Bureau Web site, 3-88
health: Internet discussion list dealing with, 2-10; Web sites dealing with, 3-4, 3-5, 3-112, 3-129, 3-143, 3-144, 3-150, 3-171. *See also* nutrition; safety
High/Scope Educational Research Foundation Web site, 3-89
home page, definition of, G-3; discussion of, 1-17–1-18, 1-22–1-23
HTML, definition of, G-3
HTTP, definition of, G-3
hub Web sites, 3-17, 3-23, 3-24, 3-39, 3-60, 3-63, 3-64, 3-78, 3-84, 3-95, 3-102, 3-132, 3-136, 3-162, 3-165
hypertext document, definition of, G-3

I Am Your Child Web site, 3-90
Idea Box Web site, 3-91
identifiers, ERIC, 4-2
inclusion: Web sites dealing with, 3-66, 3-163. *See also* children with special needs
Incredible Art Department Web site, 3-92
infants: electronic discussion list dealing with, 2-20
information storage and retrieval, discussion of, vii
Instructor Magazine Web site, 3-93
International Food Information Council Foundation Web site, 3-94
Internet: books about, 1-25–1-26; and client-server software, 1-14–1-15; connecting to, 1-3–1-7, 3-85; definition of, G-3; and the Domain Name System (DNS), 1-7–1-8; and electronic discussion lists, 1-11–1-13; and electronic mail, 1-9–1-11; and etiquette, 1-14; and FTP, 1-20; and Gopher, 1-21; and home pages, 1-17–1-18, 1-22–1-23; importance of to early childhood education, vii–viii; and Internet Explorer, 1-17; and Mosaic, 1-16; and Netscape Navigator, 1-16; and search engines, 1-21–1-22; and TELNET, 1-15; use by early childhood educators and parents, viii–ix; and USENET Newsgroups, 1-13; and Web browsers, 1-18–1-21; and the World Wide Web, 1-15–1-16
Internet address. *See* address; IP address; Uniform Resource Locator
Internet Explorer, 1-17, G-3
Internet School Library Media Center Web site, 3-95
Internet service provider, definition of, G-3
InterNIC, definition of, G-3
IP address, definition of, G-3

JUGHEAD, definition of, G-3

Keeping Kids Reading Page Web site, 3-96
Kids Campaigns Web site, 3-97
Kids Count, 3-12
KIDS-ELEMENTARY electronic discussion list, 2-19
KIDS-INFANT electronic discussion list, 2-20
KIDS-NEWBORN electronic discussion list, 2-21
Kidsource Online Web site, 3-98
KIDS-PRESCHOOL electronic discussion list, 2-22
KIDS-TODDLER electronic discussion list, 2-23
kindergarten: Web sites dealing with, 3-99, 3-177
Kindergarten Kafe Web site, 3-99
KlaasKids Web site, 3-100

LDonline Web site, 3-101
learning disabilities. *See* children with special needs
lesson plans: on the AskERIC Web site, 3-14, 4-6
libraries: American Library Association Web site, 3-7
Library in the Sky Web site, 3-102
Listprocessor, definition of, G-4
Listserv, definition of, G-4
Listservs. *See* electronic discussion lists
literature. *See* children's literature
logon, login, definition of, G-4

mail list, definition of, G-4
Majordomo, definition of, G-4
mathematics education: electronic discussion list dealing with, 2-24; Web sites dealing with, 3-67, 3-73
MATHMAGIC-K-3-OPEN electronic discussion list, 2-24
McGraw-Hill School Division Resource Village Web site, 3-103
mental health: Web sites dealing with, 3-9, 3-76
Mid-Continent Regional Educational Laboratory Web site, 3-104
MIME, definition of, G-4
Mi Pediatra Web site, 3-105
missing children: Web site dealing with, 3-113
modem, definition of, G-4
Montessori educational approach: Web site dealing with, 3-8, 3-134
Mosaic, 1-16
MULTIAGE Discussion List, 2-25
multiage grouping: electronic discussion list dealing with, 2-25; Web site dealing with, 3-154
multicultural education: Web sites dealing with, 3-106, 3-145
Multicultural Pavilion Web site, 3-106
Multimedia Schools Web site, 3-107
Music Educators National Conference Web site, 3-108
National Association for the Education of Young Children Web site, 3-109
National Association for Year-Round Education Web site, 3-110
National Center for Early Development and Learning Web site, 3-111
National Center for Environmental Health Web site, 3-112
National Center for Missing and Exploited Children Web site, 3-113
National Center to Improve Practice in Special Education Web site, 3-114
National Child Care Information Center Web site, 3-115
National Clearinghouse for Bilingual Education Web site, 3-116
National Coalition for Campus Children's Centers Web site, 3-117
National Coalition for Parent Involvement in Education Web site, 3-118
National Coalition of Advocates for Students Web site, 3-119
National Fatherhood Initiative Web site, 3-120
National Institute on Early Childhood Development and Education Web site, 3-121
National Institute on Out-of-School Time Web site, 3-122
National Network for Child Care Web site, 3-123
National Parent Information Network Web site, 3-124
National Parent Teacher Association Web site, 3-125
National Playground Safety Institute Web site, 3-126
National Program for Playground Safety Web site, 3-127
National Research Center on the Gifted and Talented Web site, 3-128
National Resource Center for Health and Safety in Child Care Web site, 3-129
National School Network Exchange Web site, 3-130
National School Safety Center Web site, 3-131
Native American Site, 3-132
Navigator, definition of, G-4
NEC*TAS—National Early Childhood Technical Assistance System Web site, 3-133
netiquette, definition of, G-4
Netscape Navigator, 1-16, G-4
newborns: electronic discussion list dealing with, 2-21
North American Montessori Teachers' Association Web site, 3-134

nutrition: Web sites dealing with, 3-79, 3-94, 3-135. *See also* health
Nutrition Fact Sheets Web site, 3-135

Oak Software Repository Web site, 3-136
Observatorium Web site, 3-137
Oregon's Childhood Care and Education Career Development System Web site, 3-138
OUR-KIDS electronic discussion list, 2-26
overseas American schools: Web site dealing with, 3-172

parent involvement: Web sites dealing with, 3-3, 3-52, 3-118, 3-125, 3-141, 3-151
PARENTING-L electronic discussion list, 2-27
Parents and Children Together Online Web site, 3-139
Parents AskERIC. *See* AskERIC
Parents Helping Parents Web site, 3-140
Parent-Teacher Association, Web site of, 3-125
Partnership for Family Involvement in Education Web site, 3-141
password, definition of, G-4
Pathways to School Improvement Web site, 3-142
Pediatric Database Web site, 3-143
Pediatric Primer Web site, 3-144
People of Every Stripe Web site, 3-145
PEP: Parents-Educators-Publishers Web site, 3-146
Perpetual Preschool Web site, 3-147
play: Web site dealing with, 3-83. *See also* toys
PPP, definition of, G-4
Preschool Teacher Web site, 3-148
Preschool Zone Web site, 3-149
PREVLINE: Prevention Online Web site, 3-150
professional development: electronic discussion list dealing with, 2-16; Web site dealing with, 3-27
Project Appleseed Web site, 3-151
Project Approach: electronic discussion list dealing with, 2-28; Web site dealing with, 3-152
PROJECTS-L electronic discussion list, 2-28
publication types, ERIC, 4-3
publishers, Web sites of, 3-86, 3-93

READRECOV electronic discussion list, 2-29
ReadyWeb Web site, 3-153
Reggio Emilia approach: electronic discussion list dealing with (REGGIO-L), 2-30; Web site dealing with, 3-71
Resources for Multiage Education Home Page, 3-154
Resources in Education (RIE), 4-3
Rethinking Schools Online Web site, 3-155
Reviews of software. *See* software
rural education: Web site dealing with, 3-72

SAC-L (School Age Care) electronic discussion list, 2-31
safety: Web sites dealing with, 3-44, 3-100, 3-126, 3-127, 3-129, 3-131. *See also* health
school age care: electronic discussion list dealing with, 2-31; Web site dealing with, 3-122
School Improvement Research Series Web site, 3-156
school readiness: Web site dealing with, 3-153
Schools and Libraries Corporation Web site, 3-157
science education: Web sites dealing with, 3-67, 3-73, 3-75, 3-80, 3-137, 3-158, 3-161, 3-175
Science Learning Network Web site, 3-158
Scoop (The): Children's Book News Web site, 3-159
search engines: definition of, G-5; finding electronic discussion lists with, 2-4; and the World Wide Web, 1-21–1-22
searching the ERIC database, 4-1–4-7
Search Institute Web site, 3-160
Search Wizard, 4-4
Sea World/Busch Gardens Animal Information Database Web site, 3-161
server, definition of, G-5
SLIP, definition of, G-5
SNE-EATALK-L (Special Needs Education, Educational Assistants) electronic discussion list, 2-32
SNE-NEWTEACHER-L (Special Needs Education) electronic discussion list, 2-33
SNEPARENTALK-L (Special Needs Education, Parents) electronic discussion list, 2-34
SNETALK-L (Special Needs Education) electronic discussion list, 2-35
SNETEACHTALK-L (Special Needs Education) electronic discussion list, 2-36
software: electronic discussion list dealing with, 2-37; Web sites dealing with, 3-43, 3-136, 3-146, 3-164
Spanish-language materials: Web sites dealing with, 3-29, 3-105
Special Education Resources on the Internet Web site, 3-162
SpeciaLink: The National Child Care Inclusion Network Web site, 3-163
special needs children. *See* children with special needs
subject (email message), definition of, G-5
subject terms: and the ERIC database, 4-1–4-2
SuperKids Educational Software Review Web site, 3-164

surfing, definition of, G-5

TCP/IP, definition of, G-5
Teacher/Pathfinder Web site, 3-165
Teachers.Net Web site, 3-166
television: Web site dealing with, 3-44
TELNET, 1-15, G-5
tests, educational: on the ERIC Clearinghouse on Assessment and Evaluation Web site, 3-70, 4-6
toddlers: electronic discussion list dealing with, 2-23
toys: Web site dealing with, 3-61. *See also* play
Tried and True: Tested Ideas for Teaching and Learning Web site, 3-167

UNICEF Web site, 3-168
Uniform Resource Locator (URL), 1-3, 1-17–1-18, G-5
UNIX, definition of, G-5
urban education: Web site dealing with, 3-74
URL. *See* Uniform Resource Locator
U.S. Charter Schools Web site, 3-169
U.S. Department of Education Web site, 3-170
U.S. Department of Health and Human Services Web site, 3-171
USENET newsgroups, 1-13, G-5
U.S. State Department Office of Overseas Schools Web site, 3-172

VERONICA, definition of, G-5
violence. *See* safety

Waldorf Education Web site, 3-173
Web browsers, 1-18–1-21, G-5
Webinator, 4-4
Web site, definition of, G-5
Web66: A K12 World Wide Web Project Web site, 3-174
Whales: A Thematic Web Unit Web site, 3-175
White House Conference on Early Development and Learning Web site, 3-176
World of Kindergartens Web site, 3-177
World Wide Web, 1-15–1-16, G-6. *See also* Internet
WYCOOL-L electronic discussion list, 2-37

year-round education: Web site dealing with, 3-110

Zero to Three: National Center for Infants, Toddlers & Families Web site, 3-178

317

Appendix

The ERIC Clearinghouse on Elementary and Early Childhood Education *University of Illinois at Urbana-Champaign*

Providing information for educators, parents and families, and all of us interested in the development, education, and care of children from birth through early adolescence, since 1967.

The ERIC Clearinghouse on Elementary and Early Childhood Education is one of 16 ERIC clearinghouses funded by the Office of Educational Research and Improvement, U.S. Department of Education. ERIC clearinghouses identify, select, and prepare entries describing materials related to education for the ERIC database, the world's most frequently used collection of information on education.

ERIC/EECE contributes to the database in the areas of child development, the education and care of children from birth through early adolescence, the teaching of young children, and parenting and family life.

Acquisitions and Database Building

ERIC/EECE identifies and selects conference papers, research reports, curriculum materials, government documents, opinion papers, published books, videos, and multi-media kits for possible inclusion in the ERIC database. About 70% of materials submitted to ERIC/EECE are accepted. The clearinghouse also annotates and indexes articles from more than 50 journals for the ERIC database.

Information Services

The clearinghouse provides information in response to mail, telephone, and electronic requests. Responses may include a short search of the ERIC database, full-text articles, resource lists and flyers, and/or appropriate referrals. For parents, ERIC/EECE operates the PARENTS AskERIC question-answering service, which is part of the nationally acclaimed AskERIC systemwide project to provide electronic information services over the Internet (*askeric@askeric.org*).

Publications

In support of its dissemination and question-answering activities, the clearinghouse produces ERIC Digests (2-page articles on topics of high interest), the *ERIC/EECE Newsletter*, and *Early Childhood Research & Practice*, an electronic journal. Other ERIC/EECE publications include a major series titled *Perspectives from ERIC/EECE*, Resource Lists, *ReadySearches* (searches of the ERIC database on popular topics), information packets, and occasional papers. A complete listing of all products is available from the clearinghouse upon request.

The clearinghouse supplies no-cost camera-ready copies of newsletters, Digests, and Resource Lists for other organizations and individuals to use at conferences and meetings.

ERIC/EECE is accepting submissions to its new electronic journal *Early Childhood Research & Practice*. Author guidelines and subscription information are available on the journal's Web site:

http://ecrp.uiuc.edu/

Internet Activities

For educators and parents with Internet access, ERIC/EECE offers a World Wide Web site at the following address:

http://ericeece.org/

The clearinghouse also operates several Internet-based discussion groups — on early childhood education (ECENET-L); early childhood policy issues (ECPOLICY-L); middle level education (MIDDLE-L); parenting (PARENTING-L); the project approach in early education (PROJECTS-L); the Reggio Emilia (Italy) approach to early education (REGGIO-L); school-age care (SAC-L); campus children's centers (CAMPUSCARE-L); families, technology, and education (FTE-L); early childhood professional development (ECPROFDEV-L); leadership in early childhood education (ECLEADERS-L); and early childhood director credentialing systems (DIRCRED-L). Complete information on subscribing to the discussion groups is available on request.

National Parent Information Network

A major focus of clearinghouse activity is the National Parent Information Network (NPIN), which ERIC/EECE operates with the ERIC Clearinghouse on Urban Education. This award-winning Web site and information service for parents and parenting professionals offers full-text information on parenting, child development, family life, and parent-education partnerships. NPIN also works with a national collaborative of parenting organizations to improve parent education. NPIN can be accessed at:

http://npin.org/

ERIC/EECE Partners Program

ERIC/EECE also maintains a partners program, working with organizations to exchange information and to inform their constituencies about the education-related information available from ERIC. Partners receive special services and complimentary copies of ERIC/EECE publications.

Workshops and Conferences

ERIC/EECE staff offer periodic workshops and presentations on ERIC services and on Internet use at national conferences. A limited number of presentations are also made on a cost-recovery basis.

For More Information...

A complete publications list and sample copies of the *ERIC/EECE Newsletter* are available upon request. Information on submitting materials to ERIC, the ERIC system, the partners program, workshops, Internet services, and NPIN activities is also available by contacting:

The ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE)
University of Illinois
Children's Research Center
51 Gerty Drive
Champaign, IL 61820-7469
Telephone: 800-583-4135 (Voice/TTY)
217-333-1386
Fax: 217-333-3767
Email: *ericeece@uiuc.edu*
Internet: *http://ericeece.org/*

NPIN

National Parent Information Network

http://npin.org/

Information on parenting and on parent involvement in education at your fingertips . . .

What Is NPIN?

The National Parent Information Network (NPIN) finds and shares high-quality materials related to parenting and parent involvement in education. The focus is on creating an attractive, widely available resources collection that incorporates graphics and other parent-friendly features of the Internet. NPIN:

- provides an attractive, single point of access on the World Wide Web to high-quality, noncommercial information on parenting and parent involvement in their children's education;
- continually adds new information to its already broad collection for parents and those who work with parents; and
- trains parents and parenting professionals in the skills needed to use NPIN and to participate in the emerging national information infrastructure.

For parents . . . NPIN offers easy access to high-quality information on raising healthy children and on becoming informed partners in their children's education.

For organizations . . . NPIN provides research-based information that can be incorporated with local resources on parenting and on how parents can be actively involved in their children's learning at home, at school, and in their communities.

What Does NPIN Do?

Since 1993, NPIN has been developing one of the largest collections of high-quality, noncommercial information on the Internet on parenting, child development, and family life. The U.S. Department of Education supports the National Parent Information Network through the ERIC program. NPIN provides the following services:

PARENT NEWS — An award-winning Internet source of news on child rearing and education for parents, *Parent News* is updated every two months and includes feature articles; listings and descriptions of parenting-related organizations, newsletters, books, and Internet sites; and community parent-support programming ideas.

PARENTS AskERIC — An electronic mail question-and-answer service for parents and those who work with parents on issues related to child development, care, and education.

PARENTING-L — An informal Internet discussion list for parents and parenting professionals that focuses on current parenting concerns.

RESOURCES FOR PARENTS AND PARENTING PROFESSIONALS — A large and growing collection of articles, essays, and other materials on family life, child development, and parenting from birth through early adolescence.

FAMILIES, TECHNOLOGY, AND EDUCATION CONFERENCE — Held in October 1997, this unique conference examined the role of technology in linking families and schools and the effect of media on children's and families' lives and learning.

How Can You Participate?

- Visit NPIN's Web site at *http://npin.org/*
- Use PARENTS AskERIC by emailing parenting questions to *askeric@askeric.org*
- Work with NPIN to share your high-quality parenting materials. The list of organizations contributing information to NPIN continues to expand. It includes the Center for Schools, Families and Community Partnerships, the National Association for the Education of Young Children, the National Urban League, National Fathers Network, and many other organizations.
- Provide feedback and suggest new materials to be acquired, and topics or issues that you or the families you work with would like to see included on the National Parent Information Network.
- Contact NPIN to discuss a training workshop for your local family center, library, Head Start program, school, or parenting organization.

For more information, contact:

National Parent Information Network
ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois at Urbana-Champaign
Children's Research Center
51 Gerty Drive
Champaign, IL 61820-7469

World Wide Web
http://npin.org/

Toll-Free Number
800-583-4135

Electronic Mail
npin@uiuc.edu

Families, Technology, & Education Conference
Oct. 30 – Nov. 1, 1997
http://ericps.crc.uiuc.edu/fte/ftehome.html

ERIC
ERIC Clearinghouse on Elementary and Early Childhood Education
ERIC Clearinghouse on Urban Education

ERIC Clearinghouse on Elementary and
Early Childhood Education

University of Illinois
51 Gerty Drive
Champaign, IL 61820-7469

ERIC/EECE PUBLICATIONS

November 1998

• ERIC Digests

Concise reports on timely issues. No cost or shipping charges.

1998 Digests

☐ *Video Games: Research, Ratings, Recommendations*
☐ *Twins in School: What Teachers Should Know*
☐ *Early Childhood Violence Prevention*
☐ *Issues in Selecting Topics for Projects*
☐ *He Has a Summer Birthday: The Kindergarten Entrance Age Dilemma*
☐ *The Transition to Middle School*
☐ *Motivation and Middle School Students*
☐ *Grouping Students for Instruction in Middle Schools*
☐ *Father Involvement in Schools*
☐ *Failure Syndrome Students*
☐ *Loneliness in Young Children*

1997 Digests

☐ *Television Violence: Content, Context, and Consequences*
☐ *Looping: Adding Time, Strengthening Relationships*
☐ *Helping Young Children Deal with Anger*
☐ *Child-Initiated Learning Activities for Young Children Living in Poverty*
☐ *Developmentally Appropriate Practice: What Does Research Tell Us?*
☐ *If an Adolescent Begins to Fail in School, What Can Parents and Teachers Do?*
☐ *When Retention Is Recommended, What Should Parents Do?*
☐ *Student-Led Conferences at the Middle Level*
☐ *A Developmental Approach to Assessment of Young Children*
☐ *Bullying in Schools*
☐ *The Debate over Spanking*

1996 Digests

☐ *Key Characteristics of Middle Level Schools*
☐ *Working with Shy or Withdrawn Students*
☐ *Preventing and Resolving Parent-Teacher Differences*
☐ *Action Research in Early Childhood Education*
☐ *Father/Male Involvement in Early Childhood Programs*
  ☐ Chinese Version
☐ *Working with Perfectionist Students*
  ☐ Chinese Version
☐ *Grandparents as Parents: A Primer for Schools*
☐ *Enhancing Students' Socialization: Key Elements*
☐ *Helping Early Childhood Teacher Education Students Learn about the Internet*
☐ *Hispanic-American Students and Learning Style*
☐ *Teaching Young Children about Native Americans*
☐ *The Contribution of Documentation to the Quality of Early Childhood Education*

1995 Digests

☐ *Financing Preschool for All Children*
☐ *School Readiness and Children's Developmental Status*
☐ *Encouraging Creativity in Early Childhood Classrooms*
☐ *Advertising in the Schools*
☐ *Parent, Family, and Community Involvement in the Middle Grades*
☐ *Supporting Girls in Early Adolescence*
  ☐ Chinese Version ☐ Spanish Version
☐ *Fostering Resilience in Children*
  ☐ Chinese Version ☐ Spanish Version
☐ *The Benefits of Mixed-Age Grouping*
☐ *The Changing Face of Parenting Education*
☐ *Performance Assessment in Early Childhood Education: The Work Sampling System*
☐ *The Internet and Early Childhood Educators: Some Frequently Asked Questions*
☐ *Hispanic Parent Involvement in Early Childhood Programs*
  ☐ Spanish Version
☐ *Full-Day Kindergarten Programs*
☐ *Family Involvement in Early Multicultural Learning*

1994 Digests

☐ *Integrate, Don't Isolate!—Computers in the Early Childhood Classroom*
☐ *Assessing the Development of Preschoolers*
  ☐ Chinese Version ☐ Spanish Version
☐ *The Risks of Rewards*
☐ *Peer Conflicts in the Classroom*
☐ *Integrating Children with Disabilities into Preschool*
☐ *Nutrition Programs for Children*
☐ *Children's Nutrition and Learning*
☐ *Violence and Young Children's Development*
  ☐ Chinese Version ☐ Spanish Version
☐ *The Project Approach*
  ☐ Chinese Version ☐ Spanish Version
☐ *Resource Rooms for Children: An Innovative Curricular Tool*
☐ *Asian-American Children: What Teachers Should Know*
  ☐ Chinese Version
☐ *Video Games and Children*
☐ *Lasting Benefits of Preschool Programs*
☐ *Using Federal Funds to Improve Child Care*

1993 Digests

☐ *Dispositions as Educational Goals*
☐ *Self-Esteem and Narcissism: Implications for Practice*
☐ *Collaboration: The Prerequisite for School Readiness and Success*
☐ *Young Children's Social Development: A Checklist*
  ☐ Spanish Version
☐ *Health Care, Nutrition, and Goal One*
☐ *Homeless Children: Meeting the Educational Challenges*

☐ *Reggio Emilia: Some Lessons for U.S. Educators*
☐ *Multiple Perspectives on the Quality of Early Childhood Programs*
☐ *Problem Solving in Early Childhood Classrooms*

pre-1993 Digests

☐ *The Portfolio and Its Use: Developmentally Appropriate Assessment of Young Children*
☐ *Aggression and Cooperation: Helping Young Children Develop Constructive Strategies*
☐ *Nongraded and Mixed-Age Grouping in Early Childhood Programs*
☐ *Implementing an Anti-Bias Curriculum in Early Childhood Classrooms*
☐ *The Role of Parents in the Development of Peer Group Competence*
  ☐ Chinese Version ☐ Spanish Version
☐ *Understanding and Facilitating Preschool Children's Peer Acceptance*
☐ *Having Friends, Making Friends, and Keeping Friends*
☐ *Beyond Transition: Ensuring Continuity in Early Childhood Services*
☐ *Integrated Curriculum in the Middle School*
☐ *Positive Discipline*
  ☐ Chinese Version ☐ Spanish Version

Digests in Chinese or Spanish

☐ All Chinese Digests
☐ All Spanish Digests

• ERIC/EECE Newsletter

☐ *ERIC/EECE Newsletter*; Twice yearly, free; check here to receive the current issue.

• Resource Lists (No cost or shipping charges.)

☐ *Native Americans: Recommended Books and Resources.* May, 1998.
☐ *Bullying in Schools: Resources.* May, 1998.
☐ *Developmentally Appropriate Practices in Primary Education.* May, 1998.
☐ *The Project Approach.* May, 1998.
☐ *Scheduling at the Middle Level.* May, 1998.

• Major Publications

☐ *NEW! The Project Approach Catalog 2*, by the Project Approach Study Group (1998). Judy Helm, ed. Cat. #219, $10.
☐ *NEW! Rearview Mirror: Reflections on a Preschool Car Project*, by Sallee Beneke (1998). Cat. #220, $10.
☐ *Child Development Knowledge and Teachers of Young Children*, by Lilian G. Katz (1997). Cat. #217, $10.
☐ *A to Z: The Early Childhood Educator's Guide to the Internet*, by the ERIC/EECE staff, with an introduction by Dianne Rothenberg (Rev. 1998). Cat. #214, Loose-leaf pages only, $10. ☐$15 with binder.
☐ *Helping Others with Their Teaching*, by Lilian G. Katz (revised 1993). Cat. #213, 30p., $5.

Perspectives Series. Titles in this series include an extensive bibliography of citations from the ERIC database.

☐ *Reflections on the Reggio Emilia Approach*, a collection of seven papers (1994). Cat. #215, $15.
☐ *Distinctions between Self-Esteem and Narcissism: Implications for Practice*, by Lilian G. Katz (1993). Cat. #212, 82p., $10.
☐ *Dispositions: Definitions and Implications for Early Childhood Practices*, by Lilian G. Katz (1993). Cat. #211, 47p., $5.
☐ *Multiculturalism in Early Childhood Programs*, by Carmen Treppte, Victoria R. Fu, and Andrew J. Stremmel (1993). Cat. #210, 99p., $12.
☐ *Five Perspectives on the Quality of Early Childhood Programs*, by Lilian G. Katz (1993). Cat. #208, 94p., $12.

• ReadySearches

Computer search reprints with 60 to 100 abstracts of ERIC documents and journal articles, updated approximately every 6 months ($8 each).

☐ *School Readiness.* (Cat. #108).
☐ *Developmentally Appropriate Programs for Young Children.* (Cat. #109).
☐ *Mixed-Age Groups in Early Childhood and Elementary Education.* (Cat. #112).
☐ *Parent Teacher Conferences, Report Cards, and Portfolios: Kindergarten through Grade 12.* (Cat. #120).
☐ *Parent Education.* (Cat. #123).
☐ *Kindergarten Scheduling/Research.* (Cat. #127).
☐ *The Reggio Emilia Approach.* (Cat. #137).

Ordering Information

(Prices subject to change without notice)

Credit card information, check, or money order must accompany orders for cost items. Credit card orders can also be phoned in to 800-583-4135. Allow 3 weeks for delivery. **Checks from outside the U.S. must be payable in U.S. dollars through a U.S. bank.**

Check enclosed ___ **(payable to the University of Illinois)**
Charge to ___ Visa ___ Mastercard
___ American Express ___ Discover
Account no. ____________ Exp. date _____
Signature ____________
Name on card ____________
Your name ____________
Send to ____________
Street ____________
City ____________ State ___ Zip+4 _____-___
Phone ____________ Fax ____________
Email Address ____________
Title/Occupation ____________

Check items desired. No postage and handling necessary for no-cost items.

Cost items: • Total cost of items ________
• Postage and handling. Add $1.50 (overseas orders, add $3.00) to the cost of each item ordered. ________
Total amount enclosed: ________

Do not detach order from rest of the publications list.

Send to: ERIC/EECE, University of Illinois
Children's Research Center
51 Gerty Drive
Champaign, IL 61820-7469

For information on quantity or purchase orders, contact ERIC/EECE:
phone: 217-333-1386; 800-583-4135
fax: 217-333-3767 **email:** ericeece@uiuc.edu

ERIC Clearinghouse on Elementary and Early Childhood Education

University of Illinois • 51 Gerty Drive • Champaign, IL 61820-7469
(217) 333-1386 • (800) 583-4135 • ericeece@uiuc.edu

ERIC DIGEST
May 1996 • EDO-PS-96-5

Helping Early Childhood Teacher Education Students Learn about the Internet

Lisa Janicke Hinchliffe

Teacher educators in the early childhood education (ECE) and child development fields can use the technological capacities of the Internet to expand the boundaries of the classroom and enrich the learning experiences of their students. The Internet is a vast system of computer networks that exchange electronic data, thereby facilitating communication and access to information. Many teacher educators are aware of the potential of the Internet but are not certain how to integrate the Internet into early childhood teacher education. This digest provides examples of projects which could be used in a child development classroom to introduce students to Internet resources. The URLs ("uniform resource locators," or Internet addresses, of Web sites or Gophers) cited in boldface numbered items are listed in the Electronic References section at the end of the digest.

Getting Started

A connection to the Internet and a willingness to learn are the foundation for integrating the Internet into an ECE classroom; however, a few other resources will help. Students must receive training in how to use the Internet. Texts by Kovacs (1995) and Jaffe (1994) can help teacher educators design appropriate training sessions. A guide published by ERIC/EECE (1995) provides specific information about using the Internet and describes Internet resources of interest to adults working with young children. Teacher educators can also use materials made available via the Internet by other Internet trainers, such as can be found in the searchable index at **Yahoo!**, titled **Computers and Internet (11).**

Using Electronic Discussion Groups

Electronic discussion groups, or mailing lists, provide opportunities for people to have conversations about topics of mutual interest via electronic mail (email). **Liszt (8)** is a searchable directory of discussion groups which includes directions for subscribing. Examples of discussion groups related to ECE are ECENET-L and ECEOL-L (on ECE in general), SAC-L (on school-age child care), REGGIO-L (on the preschool approach used in Reggio Emilia, Italy), and CYE-L (on appropriate environments for young children).

There are no membership charges for subscribing to a discussion group; however, in order to participate in them, students need email accounts. Email accounts are available from many teaching institutions, community computing networks (such as Free-Nets), or commercial Internet providers. It is important for instructors to provide training in email use rather than assume students will learn to use email on their own. The technical details of using email vary from system to system; the local network administrator can usually provide assistance. Once students have access to email and discussion groups, they can undertake the following activities.

Learn about email etiquette. Students will need to understand Internet etiquette, or "netiquette." For example, explain that students should "lurk"—read the discussions and observe the tone of the group—before posting. Discuss netiquette in class, and develop a list of guidelines that will be used in their interactions with discussion groups. Additional netiquette tips are offered by **Rinaldi (10).**

Focus on a single discussion group. The number of messages posted to and topics discussed on a single discussion group can be overwhelming. Students new to discussion groups are likely to become frustrated if they try to keep up with all messages on several lists. Divide the students into groups and assign each student group a particular discussion group to monitor. Every month have each student group summarize the major or most useful interactions on its discussion group for others in the class. These summaries can be presented orally during class time or distributed by email. By sharing summaries, students can learn how professionals share information with one another and at the same time determine which discussion groups are most relevant to their own personal interests.

Ask the experts. Many people who belong to ECE discussion groups are practitioners working with young children who are often willing to provide information on good practice. Their expertise is a valuable resource for students. Select a discussion group related to the topic of the course research paper and have students join the group. In addition to using published resources, students can solicit input from practitioners in ECE about their topic. Explain to students that specific questions which show previous research and careful thought are more likely to generate useful responses from discussion group members. For example, rather than asking "How do you mainstream children?" students might construct a specific request for information: "I am trying to identify techniques to use in mainstreaming a six-year-old boy with Downs Syndrome into a session of science experiments with water. I have considered working with students in small groups rather than as a whole class. What would you recommend doing so that he can participate fully without disrupting the experiments?" Preview students' questions before they send them to the discussion group. If possible, confirm with the owner of the discussion group that the requests will not be disruptive. Avoid having several students ask the same question of the same group.

Be the expert. Many requests for information are posted daily to discussion groups. Assign students to select a question that interests them and then research and write a response. Preview responses before students send them. Responses should include references to the information resources that were consulted as well as an explanation that the response is part of a course requirement, so that the original requester will not expect such researched responses to every question.

Summarize the conversation. A copy of each message sent to various education-related discussion groups is archived in the **AskERIC Virtual Library Education Listserv Archives (2).** Each discussion group has its own chronologically arranged archive. Students might browse discussion group archives for topics which generated more than ten messages and can write a summary of the discussion and points of consensus that emerged. For example, students could summarize the **January 1995 ECENET-L (3)** discussion about Power Rangers. These summaries can be distributed to class members or reviewed by the teacher educator.

Using World Wide Web and Gopher Resources

The World Wide Web and Gophers are depositories of publicly accessible information that can be used to supplement course textbooks or readings. The Web is a hypermedia environment consisting of text, graphics, audio, and video. Gophers are menu-based resources of text files. Web and Gopher sites, such as **ERIC/EECE's Web site (5),** can be accessed using Web browser software that is graphical (such as Netscape) or text-based (such as Lynx); Gophers can also be accessed using Gopher software. The local network administrator can provide information about the availability and use of this software. Using the World Wide Web and Gophers, students can try the following activities.

Create an information packet. Parents and guardians are important partners in educating young children and often request information from early childhood educators. Have students create a parent information packet on topics of their choosing using full-text resources from, for example, **ERIC/EECE's Web site (5),** the **National Parent Information Network (NPIN) (9),** and other **ERIC system Web sites (6).** Possible topics include kindergarten readiness, children and the mass media, sibling interactions, and discipline.

Search for lesson plans. Students developing lesson plans on particular topics can search the Web for examples. Two possible "search engines" to use are **Infoseek (7)** and **Alta Vista (1)**; a more complete list is available in the searchable index in **Yahoo!**, titled **Computers and Internet...Searching the Web (12).** No search engine available can do a comprehensive search of all Web sites. Most search engines allow keyword searching, but the level of search sophistication varies from one search engine to another. In general, using the phrase "lesson plans" and a keyword describing the topic area will retrieve good search results. For example, to look for lesson plans for a science unit on flowers, use the keywords "lesson plans" and "flowers."

Solve a problem. Many ECE programs require students to observe children and staff interacting in an ECE setting such as a preschool. Instruct students to keep a record of the problems that they see when they are observing. When the students return from observing, divide them into groups and have each group search the **ERIC database (4)** and use ERIC/EECE and other Internet resources to research possible solutions to one of the problems observed. As a group, the students could discuss the possible solutions, select their preferred solution, and present the problem and solution to the entire class. If appropriate, the proposed solution could also be presented to the staff working in the ECE setting.

Be an information provider. In addition to using the information posted by other people, students can be involved in projects to provide information via the Web. To create a Web site, students will need access to a Web server (available in many postsecondary settings) and knowledge of HTML (hypertext markup language, the formatting language for creating Web pages). A class of students could create a Web site for their class or work with a local or campus child care center to create a Web site for the center.

Conclusion

The Internet is a vast community of people and resources. By integrating Internet use into early childhood teacher education programs, early childhood teacher educators enhance the educational experiences of their students and prepare them to be active participants in the global ECE community.

For More Information

ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE). (1995). *A to Z: The Early Childhood Educator's Guide to the Internet.* (1995). Urbana, IL: Author.

Kovacs, D. (1995). *The Internet Trainer's Guide.* New York: Van Nostrand Reinhold.

Jaffe, L.D. (1994). *Introducing the Internet: A Trainer's Workshop.* Berkeley: Library Solutions Press.

Electronic References

These URLs are in the format typically used with a Web browser. Type the URL in the "File-Location" (or "Document URL," etc.) selection box of the Web browser.

1. **Alta Vista** — http://www.altavista.com/
2. **AskERIC Listsrv Archives** — http://ericir.syr.edu/Virtual/Listserv_Archives/
3. **ECENET-L Archives** — http://ericir.syr.edu/Virtual/Listserv_Archives/ecenet-l.html
4. **ERIC db** — http://ericae.net/search.htm
5. **ERIC/EECE** — http://ericeece.org/
6. **ERIC System** — http://ericps.ed.uiuc.edu/eece/ericlink.html
7. **Infoseek** — http://www.infoseek.com/
8. **Liszt** — http://www.liszt.com/
9. **NPIN** — http://npin.org/
10. **Rinaldi** — http://www.fau.edu/rinaldi/net/index.html
11. **Yahoo! Computers and Internet** — http://dir.yahoo.com/Computers_and_Internet/
12. **Yahoo! Computers...Searching the Web** — http://dir.yahoo.com/Computers_and_Internet/Internet/World_Wide_Web/Searching_the_Web/

This publication was funded by the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. DERR93002007. The opinions expressed in this report do not necessarily reflect the positions or policies of OERI. ERIC Digests are in the public domain and may be freely reproduced.

ERIC/EECE Internet Services

AskERIC and PARENTS AskERIC

AskERIC and **PARENTS AskERIC** are Internet question-answering services of the ERIC system coordinated by the ERIC Clearinghouse on Information and Technology (ERIC/IT) and ERIC/EECE. Email your questions about the development, education, and care of children to: ***askeric@askeric.org***

World Wide Web Sites

ERIC/EECE **http://ericeece.org/**

The hub of the ERIC/EECE World Wide Web server, this site provides links to all other ERIC/EECE sites. The site includes ERIC/EECE publications, links to all other ERIC system sites, links to places where the ERIC database can be searched, and information on ERIC/EECE listservs.

National Parent Information Network (NPIN) **http://npin.org/**

NPIN is an extensive collection of materials for parents and those who work with them. The full texts of brochures, pamphlets, and longer publications for parents and family support personnel are included. Links to other parenting sites are also included. The site contains information about the Families, Technology, and Education Initiative (http://npin.org/fte.html).

Early Childhood Research & Practice (ECRP) **http://ecrp.uiuc.edu/**

ECRP is a peer-reviewed electronic journal that covers topics related to the growth, learning, development, care, and education of children from birth to approximately age 8. *ECRP* emphasizes articles reporting on practice-related research and development, and on issues related to practice, parent participation, and policy.

ReadyWeb **http://readyweb.crc.uiuc.edu/**

This site presents information and resources pertaining to school readiness, including ERIC bibliographies, a virtual library of full-text materials, and links to other Web resources.

National Child Care Information Center (NCCIC) **http://nccic.org/**

NCCIC, funded by the U.S. Department of Health and Human Services, is the Adjunct ERIC Clearinghouse for Child Care. This site contains topical newsletters and publications about child care, a resource guide to organizations related to child care, and links to many other child care sites on the Internet.

CLAS Early Childhood Research Institute **http://clas.uiuc.edu/**

The Culturally and Linguistically Appropriate Services (CLAS) Early Childhood Research Institute is a collaborative organization that evaluates early intervention and preschool practices that are effective for culturally and linguistically diverse families. The Web site has information on submitting materials to and reviewing materials for CLAS.

Center for Career Development in Early Care and Education **http://ericps.crc.uiuc.edu/ccdece/ccdece.html**

Located at Wheelock College, the Center for Career Development in Early Care and Education provides information about professional development for child care and early education professionals.

National Coalition for Campus Children's Centers **http://ericps.crc.uiuc.edu/n4c/n4chome.html**

The National Coalition for Campus Children's Centers offers information relevant to campus child care centers and other two-year or four-year campus settings for young children.

California Child Care Health Project (CCHP) **http://ericps.crc.uiuc.edu/cchp/cchphome.html**

The CCHP Web site features information on health and safety in child care settings, particularly family child care.

U.S. National Committee of the World Organization for Early Childhood Education (Organization Mondiale pour l'Education Préscolaire [OMEP]) **http://omep-us.crc.uiuc.edu/**

This Web site describes the work of OMEP and OMEP's U.S. National Committee, provides information about membership in the U.S. National Committee, presents an international OMEP Directory and news items related to OMEP and early childhood topics, and lists upcoming events.

National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) **http://ericps.crc.uiuc.edu/naecs/**

This Web site provides information about the work of NAECS/SDE and copies of position papers and other short publications from NAECS/SDE.

Electronic Discussion Groups

ERIC/EECE currently sponsors 12 electronic *discussion groups* (or *lists*) on the Internet. These groups operate on Listserv software on the University of Illinois's "postoffice" computer.

REGGIO-L: Provides a forum for discussing the Reggio Emilia approach to early education; co-sponsored by ERIC/EECE and the Merrill Palmer Institute at Wayne State University.

ECENET-L: Serves as a forum for discussions of the development, education, and care of children from birth through age 8; sponsored by ERIC/EECE.

MIDDLE-L: Intended for middle level educators, teacher educators, and others interested in children ages 10–14 and education at the middle level.

ECPROFDEV-L: Meant for those involved in the preservice or inservice education and training of early childhood personnel.

PROJECTS-L: Discusses ways to implement the project approach as an instructional strategy; co-owned by Sylvia Chard at the University of Alberta and ERIC/EECE.

SAC-L: Intended for those interested in school-age care; co-owned by ERIC/EECE and the National Institute on Out-of-School Time (NIOST) at the Center for Research on Women at Wellesley College.

PARENTING-L: Provides a forum for parents concerned about family life in the 1990s. Topics discussed include child-raising and parent involvement in education.

CAMPUSCARE-L: Concentrates on issues related to campus child care or lab school environments for young children; operated by ERIC/EECE and the National Coalition for Campus Children's Centers.

ECPOLICY-L: Centers on policy issues pertaining to children and families, child care, and preschool education; co-sponsored by the National Association for the Education of Young Children and ERIC/EECE.

FTE-L: Focuses on issues related to families, technology, and education, such as the use of technology to support families in educating their children and the impact of the Internet on family life.

ECLEADERS-L: Focuses on leadership in the early childhood and school-age field; co-sponsored by ERIC/EECE and the Center for Career Development in Early Care and Education at Wheelock College.

DIRCRED-L: Focuses on the work being done to develop early childhood and school-age director credentials; co-sponsored by ERIC/EECE and the Center for Career Development in Early Care and Education at Wheelock College.

To subscribe to any of these discussion groups, send an email message to: *listserv@postoffice.cso.uiuc.edu*

Leave the subject line blank. Do not include a signature with the message. In the body of the message, type *only* the following: *subscribe listservname your-first-name your-last-name*

For example, if you are Jane Doe who wants to subscribe to ECENET-L, simply type: *subscribe ECENET-L Jane Doe*

You will automatically be subscribed to the discussion list and will receive back (via email) a notice of subscription and information about the list. This information includes instructions on sending commands to the list, such as the command for signing off the list. *Please save these instructions for future reference.* Note that there are two email addresses associated with each list—an administrative address and a discussion list address. The *administrative address* (**listserv@postoffice.cso.uiuc.edu**), which is the same for all 12 lists, is used for sending subscription requests and other administrative messages. *Do not send messages intended for the list administration to the discussion list address.* To post a message to the list for all list members, send the message to the *discussion list address*. The discussion list addresses for the lists are:

REGGIO-L@postoffice.cso.uiuc.edu
ECENET-L@postoffice.cso.uiuc.edu
MIDDLE-L@postoffice.cso.uiuc.edu
PROJECTS-L@postoffice.cso.uiuc.edu
SAC-L@postoffice.cso.uiuc.edu
ECLEADERS-L@postoffice.cso.uiuc.edu
PARENTING-L@postoffice.cso.uiuc.edu
CAMPUSCARE-L@postoffice.cso.uiuc.edu
ECPOLICY-L@postoffice.cso.uiuc.edu
ECPROFDEV-L@postoffice.cso.uiuc.edu
FTE-L@postoffice.cso.uiuc.edu
DIRCRED-L@postoffice.cso.uiuc.edu

For more information, contact:

ERIC/EECE, University of Illinois, 51 Gerty Dr., Champaign, IL 61820-7469
(217) 333-1386; (800) 583-4135 (voice/TTY); fax: (217) 333-3767; email: ericeece@uiuc.edu 6/98

ERIC SYSTEM DIRECTORY 1998

To make ERIC information more accessible to users, all ERIC Clearinghouses and support components now operate toll-free lines. Users within the United States can call the Clearinghouse 800 numbers to speak directly with friendly, knowledgeable staff familiar with ERIC and, more specifically, familiar with the coverage of their subject area(s) in the ERIC database. Each Clearinghouse keeps a separate mailing list for disseminating its publications such as newsletters, product lists, and Digests. For search strategy assistance or to be placed on a Clearinghouse mailing list, contact the appropriate Clearinghouse below.

Educational Resources Information Center (ERIC)
U.S. Department of Education
National Library of Education
Office of Educational Research and Improvement (OERI)
555 New Jersey Avenue, NW
Washington, DC 20208-5721
Telephone: (202) 219-2221
E-mail: eric@inet.ed.gov
URL: http://www.ed.gov

CLEARINGHOUSES

Adult, Career, and Vocational Education
Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
Telephone: (614) 292-4353, Ext. 2-7069
(800) 848-4815, Ext. 2-7069
Fax: (614) 292-1260
E-mail: ericacve@postbox.acs.ohio-state.edu
URL: http://ericacve.org

Assessment and Evaluation
University of Maryland
1129 Schriver Hall
College Park, MD 20742
Telephone: (301) 405-7449, (800) 464-3742
Fax: (301) 405-8134
E-mail: ericae@ericae.net
URL: http://ericae.net

Community Colleges
University of California at Los Angeles
3051 Moore Hall
P.O. Box 951521
Los Angeles, CA 90095-1521
Telephone: (310) 825-3931, (800) 832-8256
Fax: (310) 206-8095
E-mail: ericcc@ucla.edu
URL: http://www.gseis.ucla.edu/ERIC/eric.html

Counseling and Student Services
University of North Carolina at Greensboro
School of Education, 201 Ferguson Building
P.O. Box 26171
Greensboro, NC 27402-6171
Telephone: (336) 334-4114, (800) 414-9769
Fax: (336) 334-4116
E-mail: ericcass@uncg.edu
URL: http://www.uncg.edu/edu/ericcass

Disabilities and Gifted Education
Council for Exceptional Children
1920 Association Drive
Reston, VA 20191-1589
Telephone: (703) 264-9474, (800) 328-0272
TTY: (703) 264-9449
Fax: (703) 620-2521
E-mail: ericec@cec.sped.org
URL: http://www.cec.sped.org/ericec.htm

Educational Management
5207 University of Oregon
1787 Agate Street
Eugene, OR 97403-5207
Telephone: (541) 346-1684, (800) 438-8841
Fax: (541) 346-2334
E-mail: ppiele@oregon.uoregon.edu
URL: http://eric.uoregon.edu

Elementary and Early Childhood Education
National Parent Information Network (NPIN)
University of Illinois at Urbana-Champaign
Children's Research Center
51 Gerty Drive
Champaign, IL 61820-7469
Telephone: (217) 333-1386, (800) 583-4135
TTY: (800) 583-4135
Fax: (217) 333-3767
E-mail: ericeece@uiuc.edu
URL: http://ericeece.org
URL: http://npin.org

Higher Education
George Washington University
One Dupont Circle, NW, Suite 630
Washington, DC 20036-1183
Telephone: (202) 296-2597, (800) 773-3742
Fax: (202) 452-1844
E-mail: eriche@eric-he.edu
URL: http://www.gwu.edu/~eriche/

Information & Technology
Syracuse University
4-194 Center for Science and Technology
Syracuse, NY 13244-4100
Telephone: (315) 443-3640, (800) 464-9107
Fax: (315) 443-5448
E-mail: eric@ericir.syr.edu
askeric@askeric.org
URL AskERIC: http://www.askeric.org
URL ERIC/IT: http://ericir.syr.edu/ithome

Languages and Linguistics
Center for Applied Linguistics
4646 40th Street, NW
Washington, DC 20016-1859
Telephone: (202) 429-9292, (800) 276-9834
Fax: (202) 659-5641
E-mail: eric@cal.org
URL: http://www.cal.org/ericcll

Reading, English, and Communication
Indiana University
Smith Research Center
2805 East 10th Street, Suite 150
Bloomington, IN 47408-2698
Telephone: (812) 855-5847, (800) 759-4723
Fax: (812) 855-4220
E-mail: ericcs@indiana.edu
URL: http://www.indiana.edu/~eric_rec

Rural Education and Small Schools
Appalachia Educational Laboratory
1031 Quarrier Street
P.O. Box 1348
Charleston, WV 25325-1348
Telephone: (304) 347-0400; (800) 624-9120
TTY: (304) 347-0448
Fax: (304) 347-0487
E-mail: ericrc@ael.org
URL: http://www.ael.org/eric

Science, Mathematics, and Environmental Education
Ohio State University
1929 Kenny Road
Columbus, OH 43210-1080
Telephone: (614) 292-6717, (800) 276-0462
Fax: (614) 292-0263
E-mail: ericse@osu.edu
URL: http://www.ericse.org

Social Studies/Social Science Education
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, IN 47408-2698
Telephone: (812) 855-3838, (800) 266-3815
Fax: (812) 855-0455
E-mail: ericso@indiana.edu
URL: http://www.indiana.edu/~ssdc/eric_chess.htm

Teaching and Teacher Education
American Association of Colleges for Teacher Education
1307 New York Avenue, NW, Suite 300
Washington, DC 20005-4701
Telephone: (202) 293-2450, (800) 822-9229
Fax: (202) 457-8095
E-mail: query@aacte.nche.edu
URL: http://www.ericsp.org

Urban Education
Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 303, Box 40
New York, NY 10027-6696
Telephone: (212) 678-3433, (800) 601-4868
Fax: (212) 678-4012
E-mail: eric-cue@columbia.edu
URL: http://eric-web.tc.columbia.edu

ADJUNCT CLEARINGHOUSES

Adjunct Clearinghouses are associated with the ERIC Clearinghouse whose scope overlaps the narrower scope of the Adjunct. They provide free reference and referral information in their subject areas and maintain their own mailing lists.

Child Care
National Child Care Information Center
301 Maple Avenue West, Suite 602
Vienna, VA 22180
Telephone: (800) 616-2242
Fax: (800) 716-2242
E-mail: agoldstein@acf.dhhs.gov
URL: http://nccic.org

Clinical Schools
American Association of Colleges for Teacher Education
1307 New York Avenue, NW, Suite 300
Washington, DC 20005-4701
Telephone: (202) 293-2450, (800) 822-9229
Fax: (202) 457-8095
E-mail: iabdalha@inet.ed.gov
URL: http://www.aacte.org/menu2.html

Consumer Education
National Institute for Consumer Education
207 Rackham Building
Eastern Michigan University
Ypsilanti, MI 48197
Telephone: (313) 487-2292
Fax: (313) 487-7153
E-mail: Rosella.Bannister@emich.edu
URL: http://www.emich.edu/public/coe/nice

Educational Opportunity
TRIO Clearinghouse
National Council of Educational Opportunity Associations
1025 Vermont Avenue, NW, Suite 900
Washington, DC 20005
Telephone: (202) 347-2218
Fax: (202) 347-0786
E-mail: clearinghouse@hq.nceoa.org
URL: http://www.trioprograms.org

Entrepreneurship Education
Center for Entrepreneurial Leadership
Ewing Marion Kauffman Foundation
4900 Oak Street
Kansas City, MO 64112-2776
Telephone: (310) 206-9549, (888) 423-5233
Fax: (310) 206-8095
E-mail: celcee@ucla.edu
URL: http://www.celcee.edu

ESL Literacy Education
Center for Applied Linguistics
4646 40th Street, NW
Washington, DC 20016-1859
Telephone: (202) 429-9292, Ext. 200
Fax: (202) 659-5641
E-mail: ncle@cal.org
URL: http://www.cal.org/ncle

International Civic Education
Social Studies Development Center
Indiana University
2805 East 10th Street, Suite 120
Bloomington, IN 47408
Telephone: (812) 855-3838, (800) 266-3815
Fax: (812) 855-0455
E-mail: patrick@indiana.edu

Law-Related Education
Social Studies Development Center
Indiana University
2805 East 10th Street, Suite 120
Bloomington, IN 47408-2698
Telephone: (812) 855-3838, (800) 266-3815
Fax: (812) 855-0455
E-mail: tvontz@indiana.edu
URL: http://www.indiana.edu/~ssdc/lre.html

Service Learning
University of Minnesota
College of Education and Human Development
1954 Buford Avenue, Room R-460
St. Paul, MN 55108
Telephone: (612) 625-6276, (800) 808-SERVe
Fax: (612) 625-6277
E-mail: serve@tc.umn.edu
URL: http://www.nicsl.coled.umn.edu

Test Collection
Educational Testing Service
Princeton, NJ 08541
Telephone: (609) 734-5737
Fax: (609) 683-7186
E-mail: mhalpern@ets.org
URL: http://ericae.net/testcol.htm

U.S.–Japan Studies
Social Studies Development Center
Indiana University
2805 East 10th Street, Suite 120
Bloomington, IN 47408-2698
Telephone: (812) 855-3838, (800) 266-3815
Fax: (812) 855-0455
E-mail: japan@indiana.edu
URL: http://www.indiana.edu/~japan

AFFILIATE CLEARINGHOUSE

National Clearinghouse for Educational Facilities
ERIC Program Office
555 New Jersey Avenue, NW
Washington, DC 20208-5721
Telephone: (202) 219-1655, (888) 552-0624
Fax: (202) 219-1817
E-mail: ncefinfo@edfacilities.org
URL: http://www.edfacilities.org

SUPPORT COMPONENTS

ERIC support components produce, publish, and disseminate ERIC products and services.

ACCESS ERIC
2277 Research Boulevard, 7A
Rockville, MD 20850
Toll Free: (800) LET-ERIC, (800-538-3742)
Telephone: (301) 519-5789
Fax: (301) 519-6760
E-mail: accesseric@aspensys.com
URL: http://www.aspensys.com/eric

ERIC Document Reproduction Service
DynEDRS, Inc.
7420 Fullerton Road, Suite 110
Springfield, VA 22153-2852
Toll Free: (800) 443-ERIC (3742)
Telephone: (703) 440-1400
Fax: (703) 440-1408
E-mail: service@edrs.com
URL: http://edrs.com

ERIC Processing and Reference Facility
Computer Sciences Corporation
1100 West Street, 2nd Floor
Laurel, MD 20707-3598
Toll Free: (800) 799-ERIC (3742)
Telephone: (301) 497-4080
Fax: (301) 953-0263
E-mail: ericfac@inet.ed.gov
URL: http://ericfac.piccard.csc.com

Oryx Press
4041 North Central Avenue at Indian School Road
Suite 700
Phoenix, AZ 85012-3397
Toll Free: (800) 279-6799
Telephone: (602) 265-2651
Fax: (602) 265-6250
E-mail: info@oryxpress.com
URL: http://www.oryxpress.com

U.S. Government Printing Office
Superintendent of Documents
P.O. Box 371954
Pittsburgh, PA 15250-7954
Telephone: (202) 512-1800
Fax: (202) 512-2250
URL: http://www.access.gpo.gov

Updated June 1998

ELEMENTARY AND EARLY CHILDHOOD EDUCATION

APPLICABLE TERMS

PS

ABILITY GROUPING
ABSTRACT REASONING
ACADEMIC ACHIEVEMENT
ACADEMIC FAILURE
ACCULTURATION
ACTIVE LEARNING
ADJUSTMENT (TO ENVIRONMENT)
ADOLESCENT ATTITUDES
ADOLESCENT DEVELOPMENT
ADOLESCENTS
ADOPTED CHILDREN
ADOPTION
ADOPTIVE FAMILIES
ADOPTIVE PARENTS
ADULT CHILD RELATIONSHIP
AFFECTIVE BEHAVIOR
AFTER SCHOOL PROGRAMS
AGENCY COOPERATION
AGGRESSION
ALTERNATIVE ASSESSMENT
ANCILLARY SCHOOL SERVICES
ANGER
ANTIBIAS PRACTICES
ANTISOCIAL BEHAVIOR
ANXIETY
AT RISK PERSONS
ATTACHMENT BEHAVIOR
ATTACHMENT THEORY
ATTITUDE CHANGE
AUTHENTIC ASSESSMENT
AUTHORITATIVE PARENTING

BEFORE SCHOOL PROGRAMS
BEHAVIOR DEVELOPMENT
BEHAVIOR PATTERNS
BEHAVIOR PROBLEMS
BIOLOGICAL INFLUENCES
BIOLOGICAL PARENTS
BIRTH ORDER
BREAKFAST PROGRAMS

CAREGIVER ATTITUDES
CAREGIVER CHILD RELATIONSHIP
CAREGIVER ROLE
CAREGIVER SPEECH
CAREGIVER TRAINING
CAREGIVERS
CAREGIVING PRACTICES
CARING
CDA CREDENTIAL
CHANGE STRATEGIES
CHILD ABUSE
CHILD ADVOCACY
CHILD BEHAVIOR
CHILD CARE COSTS
CHILD CARE OCCUPATIONS
CHILD CAREGIVERS
CHILD CENTERED EDUCATION
CHILD DEVELOPMENT
CHILD HEALTH
CHILD LANGUAGE
CHILD NEGLECT
CHILD PSYCHOLOGY
CHILD REARING
CHILD RESPONSIBILITY
CHILD SAFETY
CHILD SUPPORT
CHILD WELFARE
CHILDHOOD ATTITUDES
CHILDHOOD EXPERIENCES
CHILDHOOD INTERESTS
CHILDHOOD NEEDS
CHILDREN
CHILDRENS RIGHTS
CHILDRENS TELEVISION
CLASSROOM OBSERVATION TECHNIQUES
CLASSROOM TECHNIQUES
CODES OF ETHICS
COGNITIVE ABILITY
COGNITIVE DEVELOPMENT
COGNITIVE PROCESSES
COGNITIVE PSYCHOLOGY
COGNITIVE STYLE
COLLABORATIVE LEARNING
COMMUNICABLE DISEASES
COMMUNICATION SKILLS
COMMUNITY INVOLVEMENT
COMMUNITY PROGRAMS
COMPENSATORY EDUCATION
COMPLIANCE (PSYCHOLOGY)
CONCEPT FORMATION
CONCEPT TEACHING
CONCEPTUAL CHANGE
CONFLICT RESOLUTION
CONTEXT EFFECT
COOPERATION
COOPERATIVE LEARNING
COOPERATIVE PLANNING
COOPERATIVE PRESCHOOLS
COPING
CORPORAL PUNISHMENT
CREATIVE DEVELOPMENT
CREATIVE EXPRESSION
CREATIVE THINKING
CREATIVITY
CREATIVITY RESEARCH
CRITICAL THINKING
CROSS AGE TEACHING
CULTURAL AWARENESS
CULTURAL CONTEXT
CULTURAL DIFFERENCES
CULTURAL INFLUENCES
CULTURAL PLURALISM
CURRICULUM DESIGN
CURRICULUM DEVELOPMENT
CURRICULUM EVALUATION

DAY CARE
DAY CARE CENTERS
DAY CARE EFFECTS
DAY CARE LICENSING
DAY CARE REGULATIONS
DECISION MAKING SKILLS
DEMOGRAPHY
DEPRESSION (PSYCHOLOGY)
DEVELOPMENTAL CONTINUITY
DEVELOPMENTAL PSYCHOLOGY
DEVELOPMENTAL STAGES
DEVELOPMENTAL THEORY
DEVELOPMENTALLY APPROPRIATE PROGRAMS
DISCIPLINE
DISCIPLINE PROBLEMS
DISCOVERY LEARNING
DRAMATIC PLAY
DUAL CAREER FAMILY

EARLY ADOLESCENTS
EARLY CHILDHOOD EDUCATION
EARLY EXPERIENCE
EARLY INTERVENTION
EARLY PARENTHOOD
EATING HABITS
EDUCATIONAL ENVIRONMENT
EDUCATIONALLY DISADVANTAGED
ELEMENTARY EDUCATION
ELEMENTARY SCHOOL CURRICULUM
ELEMENTARY SCHOOL STUDENTS
ELEMENTARY SCHOOLS
EMERGENT CURRICULUM
EMERGENT LITERACY
EMOTIONAL ADJUSTMENT
EMOTIONAL DEVELOPMENT
EMOTIONAL EXPERIENCE
EMOTIONAL PROBLEMS
EMOTIONAL REGULATION
EMPLOYED PARENTS
EMPLOYER SUPPORTED DAY CARE
ENRICHMENT ACTIVITIES
EVALUATION CRITERIA
EVALUATION METHODS
EXPERIENTIAL LEARNING
EXTRA YEAR PROGRAMS (KINDERGARTEN)

FAMILY (SOCIOLOGICAL UNIT)
FAMILY ATTITUDES
FAMILY CAREGIVERS
FAMILY CHARACTERISTICS
FAMILY COMMUNICATION
FAMILY DAY CARE
FAMILY ECOLOGY
FAMILY ENVIRONMENT
FAMILY INFLUENCE
FAMILY INVOLVEMENT
FAMILY LIFE
FAMILY LIFE EDUCATION
FAMILY LITERACY

FAMILY MOBILITY
FAMILY NEEDS
FAMILY POLICY
FAMILY PRESERVATION SERVICES
FAMILY PROBLEMS
FAMILY PROGRAMS
FAMILY RELATIONSHIP
FAMILY RESEARCH
FAMILY RESOURCE AND SUPPORT PROGRAMS
FAMILY ROLE
FAMILY SCHOOL RELATIONSHIP
FAMILY STRUCTURE
FAMILY SUPPORT
FAMILY VIOLENCE
FAMILY WORK RELATIONSHIP
FATHER ATTITUDES
FATHERLESS FAMILY
FATHERS
FOSTER CARE
FOSTER CHILDREN
FOSTER FAMILY
FRIENDSHIP

GRADE REPETITION
GRANDCHILDREN
GRANDPARENTS
GROUPING (INSTRUCTIONAL PURPOSES)

HANDS ON EXPERIENCE
HEAD START
HEALTH CARE COSTS
HEALTH NEEDS
HEALTH PROMOTION
HEALTH SERVICES
HETEROGENEOUS GROUPING
HIGH RISK STUDENTS
HOME PROGRAMS
HOME VISITS
HOMELESS PEOPLE
HOMEWORK
HUMAN SERVICES

IMAGINATION
INCLUSIVE SCHOOLS
INDIVIDUAL CHARACTERISTICS
INDIVIDUAL DEVELOPMENT
INDIVIDUAL DIFFERENCES
INDIVIDUALIZED INSTRUCTION
INFANT BEHAVIOR
INFANTS
INFORMAL ASSESSMENT
INSTRUCTIONAL EFFECTIVENESS
INTEGRATED SERVICES
INTELLECTUAL DEVELOPMENT
INTERDISCIPLINARY APPROACH
INTERGENERATIONAL PROGRAMS
INTERGENERATIONAL RELATIONSHIP
INTERMEDIATE GRADES
INTERPERSONAL COMMUNICATION
INTERPERSONAL COMPETENCE
INTERPERSONAL RELATIONSHIP

JUNIOR HIGH SCHOOL STUDENTS

KINDERGARTEN
KINDERGARTEN CHILDREN
KNOWLEDGE ACQUISITION

LANGUAGE ACQUISITION
LANGUAGE SKILLS
LATCHKEY CHILDREN
LEAD POISONING
LEARNING ACTIVITIES
LEARNING CENTERS (CLASSROOM)
LEARNING ENVIRONMENT
LEARNING PROBLEMS
LEARNING PROCESSES
LEARNING READINESS
LEARNING STRATEGIES
LEARNING THEORIES
LISTENING COMPREHENSION
LISTENING SKILLS
LITERACY ACQUISITION
LOCUS OF CONTROL
LONELINESS
LUNCH PROGRAMS

MATERNAL HEALTH
MEMORY
MEMORY DEVELOPMENT
MIDDLE SCHOOL STUDENTS
MIDDLE SCHOOLS
MIGRANT CHILDREN
MIXED AGE GROUPING
MIXED AGE GROUPS
MONTESSORI METHOD
MORAL DEVELOPMENT
MORAL VALUES
MOTHER ATTITUDES
MOTHER ROLE
MOTHERS
MOTIVATION
MOTOR DEVELOPMENT
MULTICULTURAL EDUCATION
MULTIGRADED CLASSES
MULTIPLE INTELLIGENCES

NATURE NURTURE CONTROVERSY
NEONATES
NEW PARENTS
NONGRADED INSTRUCTIONAL GROUPING
NONTRADITIONAL EDUCATION
NONVERBAL COMMUNICATION
NUCLEAR FAMILY
NURSERY SCHOOLS
NUTRITION

ONE PARENT FAMILY
OUTCOMES OF EDUCATION

PARENT ASPIRATION
PARENT ATTITUDES
PARENT CAREGIVER RELATIONSHIP
PARENT CHILD RELATIONSHIP
PARENT EDUCATION
PARENT INFLUENCE
PARENT MATERIALS
PARENT PARTICIPATION
PARENT RESPONSIBILITY
PARENT ROLE
PARENT SCHOOL RELATIONSHIP
PARENT TEACHER CONFERENCES
PARENT TEACHER COOPERATION
PARENT TEACHER RELATIONSHIP
PARENT WORKSHOPS
PARENTAL LEAVE
PARENTHOOD EDUCATION
PARENTING SKILLS
PARENTING STYLES
PARENTS
PARENTS AS TEACHERS
PEDIATRICS
PEER ACCEPTANCE
PEER GROUPS
PEER INFLUENCE
PEER RELATIONSHIP
PERCEPTION
PERCEPTUAL DEVELOPMENT
PERINATAL INFLUENCES
PERRY PRESCHOOL PROJECT
PERSONALITY DEVELOPMENT
PERSONALITY TRAITS
PHYSICAL DEVELOPMENT
PIAGETIAN THEORY
PLAY
PLAY LEARNING
PLAYGROUND ACTIVITIES
PLAYGROUNDS
POPULARITY
PORTFOLIO APPROACH
PORTFOLIO ASSESSMENT
PORTFOLIOS (BACKGROUND MATERIALS)
POVERTY PROGRAMS
PRAISE
PREADOLESCENTS
PREMATURE INFANTS
PRENATAL CARE
PRENATAL INFLUENCES
PREREADING EXPERIENCE
PRESCHOOL CHILDREN
PRESCHOOL CURRICULUM
PRESCHOOL EDUCATION
PRESCHOOL EVALUATION
PRESCHOOL TEACHERS
PRESCHOOL TESTS
PRETEND PLAY
PRIMARY CAREGIVERS
PRIMARY EDUCATION
PRINT AWARENESS
PROBLEM SOLVING
PROJECT APPROACH (KATZ AND CHARD)
PROJECT HEAD START
PROSOCIAL BEHAVIOR
PSYCHOLOGICAL CHARACTERISTICS
PSYCHOMOTOR SKILLS

QUALITY INDICATORS
QUALITY OF LIFE

RACIAL ATTITUDES
RACIAL DIFFERENCES
READING ALOUD TO OTHERS
RECALL (PSYCHOLOGY)
RECESS BREAKS
RECOGNITION (PSYCHOLOGY)
REGGIO EMILIA APPROACH
REPORT CARDS
RESILIENCE (PERSONALITY)
RETENTION (PSYCHOLOGY)
REWARDS

SADNESS
SCAFFOLDING
SCHOOL AGE DAY CARE
SCHOOL BREAKFAST PROGRAM
SCHOOL COMMUNITY PROGRAMS
SCHOOL COMMUNITY RELATIONSHIP
SCHOOL ENTRANCE AGE
SCHOOL ORGANIZATION
SCHOOL READINESS
SCHOOL READINESS TESTS
SCHOOL SAFETY
SCHOOL SCHEDULES
SELF CONCEPT
SELF ESTEEM
SELF EVALUATION (INDIVIDUALS)
SEPARATION ANXIETY
SESAME STREET
SEX BIAS
SEX DIFFERENCES
SEX ROLE
SEX STEREOTYPES
SEXUAL ABUSE
SEXUAL IDENTITY
SHYNESS
SIBLING RELATIONSHIP
SIBLINGS
SICK CHILD CARE
SMALL GROUP INSTRUCTION
SOCIAL ADJUSTMENT
SOCIAL BEHAVIOR
SOCIAL CHANGE
SOCIAL COGNITION
SOCIAL DEVELOPMENT
SOCIAL DIFFERENCES
SOCIAL INFLUENCES
SOCIAL PROBLEMS
SOCIAL RESPONSIBILITY
SOCIAL SERVICES
SOCIAL SUPPORT GROUPS
SOCIALIZATION
SOCIOCULTURAL PATTERNS
SOCIOECONOMIC INFLUENCES
SOCIOECONOMIC STATUS
SOCIOMETRIC STATUS
SPATIAL ABILITY
STEPFAMILY
STORY READING
STRESS MANAGEMENT
STRESS VARIABLES
STUDENT ADJUSTMENT
STUDENT ATTITUDES
STUDENT BEHAVIOR
STUDENT CENTERED ASSESSMENT
STUDENT CENTERED CURRICULUM
STUDENT CHARACTERISTICS
STUDENT EVALUATION
STUDENT MOTIVATION
STUDENT NEEDS
STUDENT PROJECTS

TEACHER ATTITUDES
TEACHER BEHAVIOR
TEACHER EDUCATION
TEACHER EFFECTIVENESS
TEACHER ROLE
TEACHER STUDENT RELATIONSHIP
TEACHING METHODS
TEAM TEACHING
TELEVISION VIEWING
THEMATIC APPROACH
THEORY PRACTICE RELATIONSHIP
THINKING SKILLS
TIME FACTORS (LEARNING)
TODDLERS
TOYS
TRANSITIONAL PROGRAMS
TRANSRACIAL ADOPTION

VALUE JUDGMENT
VALUES
VERBAL COMMUNICATION
VERBAL DEVELOPMENT
VIOLENCE
VISUAL PERCEPTION
VOCABULARY DEVELOPMENT
VOLUNTEERS
VYGOTSKY (LEV S)

WEBBING (THEMATIC)
WELFARE SERVICES
WHOLE CHILD APPROACH
WHOLE LANGUAGE APPROACH
WITHDRAWAL (PSYCHOLOGY)
WORD RECOGNITION
WRITING READINESS

YOUNG CHILDREN

ZONE OF PROXIMAL DEVELOPMENT

ERIC MANDATORY "EDUCATIONAL LEVEL" DESCRIPTORS

(Procedure implemented February 1975)

● **EARLY CHILDHOOD EDUCATION**

Scope Note: Activities and/or experiences that are intended to effect developmental changes in children, from birth through the primary units of elementary school (grades K-3).

●● **PRESCHOOL EDUCATION**

Scope Note: Activities and/or experiences that are intended to effect developmental changes in children, from birth to entrance in kindergarten (or grade 1 when kindergarten is not attended).

●● **PRIMARY EDUCATION**

Scope Note: Education provided in kindergarten through grade 3.

● **ELEMENTARY SECONDARY EDUCATION**

Scope Note: Formal education provided in kindergarten or grade 1 through grade 12.

●● **ELEMENTARY EDUCATION**

Scope Note: Education provided in kindergarten or grade 1 through grade 6, 7, or 8.

●●● **ADULT BASIC EDUCATION**

Scope Note: Education provided for adults at the elementary level (through grade 8), usually with emphasis on communicative, computational, and social skills.

●●● **PRIMARY EDUCATION**

Scope Note: (See above.)

●●● **INTERMEDIATE GRADES**

Scope Note: Includes the middle and/or upper elementary grades, but usually 4, 5, and 6.

●● **SECONDARY EDUCATION**

Scope Note: Education provided in grade 7, 8, or 9 through grade 12.

●●● **JUNIOR HIGH SCHOOLS**

Scope Note: Providing formal education in grades 7, 8, and 9 – less commonly 7 and 8, or 8 and 9.

●●● **HIGH SCHOOLS** *(Changed from "Senior High Schools" in March 1980.)*

Scope Note: Providing formal education in grades 9 or 10 through 12.

●●● **HIGH SCHOOL EQUIVALENCY PROGRAMS**

Scope Note: Adult educational activities concerned with the preparation for and the taking of tests which lead to a high school equivalency certificate, e.g., General Educational Development program.

● **POSTSECONDARY EDUCATION**

Scope Note: All education beyond the secondary level – includes learning activities and experiences beyond the compulsory school attendance age, with the exception of adult basic education and high school equivalency programs. (Before APR75, restricted to "education beyond grade 12 and less than the baccalaureate level.")

●● **HIGHER EDUCATION**

Scope Note: All education beyond the secondary level leading to a formal degree.

●● **TWO YEAR COLLEGES** *(Changed from "Junior Colleges" in March 1980.)*

Scope Note: Public or private postsecondary institutions providing at least 2, but less than 4, years of academic and/or occupational education.

ERIC OPTIONAL "AGE LEVEL" DESCRIPTORS

NEONATES
Scope Note: Aged birth to approximately 1 month.

INFANTS
Scope Note: Aged birth to approximately 24 months.

YOUNG CHILDREN
Scope Note: Aged birth through approximately 8 years.

CHILDREN
Scope Note: Aged birth through approximately 12 years.

TODDLERS
Scope Note: Approximately 1-3 years of age.

PRESCHOOL CHILDREN
Scope Note: Approximately 2-5 years of age.

PREADOLESCENTS
Scope Note: Approximately 9-12 years of age.

ADOLESCENTS
Scope Note: Approximately 13-17 years of age.

YOUNG ADULTS
Scope Note: Approximately 18-30 years of age.

ADULTS
Scope Note: Approximately 18+ years of age.

ADULTS (30 TO 45)
Scope Note: Age group between "young adults" and "middle aged adults" --approximately 30-45.

MIDDLE AGED ADULTS
Scope Note: Approximately 45-64 years of age.

YOUNG OLD ADULTS
Scope Note: Approximately 65-75 years of age.

OLDER ADULTS
Scope Note: Approximately 65+ years of age.

OLD OLD ADULTS
Scope Note: Approximately 75+ years of age.

CODE*	PUBLICATION/DOCUMENT TYPES
010	BOOKS
	COLLECTED WORKS
020	—General
021	—Conference Proceedings
022	—Serials
030	CREATIVE WORKS (Literature, Drama, Fine Arts)
	DISSERTATIONS/THESES
040	—Undetermined
041	—Doctoral Dissertations
042	—Masters Theses
043	—Practicum Papers
	GUIDES
050	—General (use more specific code, if possible)
	—Classroom Use
051	—Instructional Materials (For Learner)
052	—Teaching Guides (For Teacher)
055	—Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, Researchers, Counselors, etc., in Non-Classroom Situations)
060	HISTORICAL MATERIALS
070	INFORMATION ANALYSES (State-of-the-Art Papers, Research Summaries, Reviews of Literature on a Topic)
071	—ERIC Information Analysis Products (IAPs)
072	—Book/Product Reviews
073	—ERIC Digests (Selected) in Full Text
080	JOURNAL ARTICLES
090	LEGAL/LEGISLATIVE/REGULATORY MATERIALS
100	AUDIOVISUAL/NONPRINT MATERIALS
101	—Computer Programs
102	—Machine-Readable Data Files (MRDFs)
110	STATISTICAL DATA (Numerical, Quantitative, etc.)
120	VIEWPOINTS (Opinion Papers, Position Papers, Essays, etc.)
	REFERENCE MATERIALS
130	—General (use more specific code, if possible)
131	—Bibliographies/Annotated Bibliographies
132	—Directories/Catalogs
133	—Geographic Materials/Maps
134	—Vocabularies/Classifications/Dictionaries
	REPORTS
140	—General (use more specific code, if possible)
141	—Descriptive (i.e., Project Descriptions)
142	—Evaluative/Feasibility
143	—Research/Technical
150	SPEECHES, CONFERENCE PAPERS
160	TESTS, EVALUATION INSTRUMENTS
170	TRANSLATIONS
171	—Multilingual/Bilingual Materials

*Up to 3 codes for RIE, or 2 for CIJE, can be assigned to each document.

Ready Reference #14
April 1997

DOCUMENT DELIVERY

How To Get *DOCUMENTS* Announced By ERIC

Two monthly abstract/index journals announce education-related Journal Articles and Documents collected by ERIC

***Current Index to Journals in Education* (CIJE)**
Announces journal articles

Resources in Education (RIE)
Announces documents (reports, papers, guides, books)

These two publications are available in paper form and all the citations they announce are also contained in the ERIC database, which can be accessed online or through CD-ROM. Once you identify an item you want reproduced, your options depend on whether it is a journal article or a document. Journal articles (CIJE) are identified by an EJ number. Documents (RIE) are identified by an ED number.

Documents (EDs) — Cited in RIE

There are three principal ways to obtain documents cited in ERIC's database:

- by ordering them from the ERIC Document Reproduction Service (EDRS);
- by finding the microfiche for the document in one of the many ERIC standing order microfiche collections located at major libraries around the country and the world;
- by ordering the document from its original source or other non-ERIC supplier noted in the ERIC citation.

EDRS

Most documents announced in RIE can be ordered inexpensively from EDRS in either microfiche ($1.38 per title) or reproduced paper copy ($4.08 per 25 pages), plus postage. If you want to receive all documents on microfiche in regular monthly shipments, you can subscribe for about $2,000 per year. Clearly identified orders are processed within 5 days. Orders can be placed via mail, telephone, FAX, or online vendor system. An EDRS order form can be found at the back of RIE. The EDRS address is: EDRS, 7420 Fullerton Road, Suite 110, Springfield, Virginia 22153-2852 • Tel.: 703-440-1400 • Toll Free: 800-443-3742 • FAX: 703-440-1408 • e-mail: service@edrs.com • WWW: http://edrs.com

Standing Order Microfiche

Nearly 1000 organizations, including most major universities, subscribe to ERIC's complete microfiche collection and are listed in the *Directory of ERIC Resource Collections* (available from ACCESS ERIC (**800-LET-ERIC**)), also via the Internet at: **http://www.ed.gov:8888/states/direct/sf**. Using the *Directory*, locate the ERIC microfiche collection geographically closest or most convenient to you. At most locations, you will be able to copy selected pages; at some locations you will be able to obtain a duplicate microfiche. This is probably the quickest way to view an ERIC document and has the advantage of permitting you to review a document before buying it.

Original (Non-ERIC) Source

Some document preparers sell their product directly and, therefore, may not let ERIC reproduce it. About 20% of ERIC documents are available from their original sources (in addition to or in lieu of being available from EDRS). Full address and price information (when given) specifying such external availability is always in the ERIC citation.

Prepared by the...
ERIC Processing and Reference Facility, 1100 West Street, 2nd Floor, Laurel, Maryland 20707-3598
Tel.: 301-497-4080; **Toll Free:** 800-799-3742; **FAX:** 301-953-0263; **e-mail:** ericfac@inet.ed.gov; **WWW:** http://ericfac.piccard.csc.com

See over for Journal Articles

DOCUMENT DELIVERY

Ready Reference #14
April 1997

How To Get *JOURNAL ARTICLES* Announced By ERIC

Two monthly abstract/index journals announce education-related Journal Articles and Documents collected by ERIC

Current Index to Journals in Education (CIJE)
Announces journal articles

Resources in Education (RIE)
Announces documents (reports, papers, guides, books)

These two publications are available in paper form and all the citations they announce are also contained in the ERIC database, which can be accessed online or through CD-ROM. Once you identify an item you want reproduced, your options depend on whether it is a journal article or a document. Journal articles (CIJE) are identified by an EJ number. Documents (RIE) are identified by an ED number.

Journal Articles (EJs) — Cited in CIJE

There are two principal ways to obtain journal articles cited in ERIC's database:

1. Find the specific journal at the closest university or research library. Major public libraries may also have them.
2. Call or write a journal article reprint service. Three such services are:

The UnCover Company
3801 E. Florida, Suite 200
Denver, CO 80210
Telephone: 303-758-3030
Toll Free: 800-787-7979
FAX: 303-758-5946
E-Mail: uncover@carl.org
WWW: http://uncweb.carl.org/

University Microfilms International (UMI)
Article Clearinghouse/The Information Store
500 Sansome St., Suite 400
San Francisco, CA 94111-3219
Telephone: 415-433-5500
Toll Free: 800-248-0360
FAX: 415-433-0100
E-Mail: orders@infostore.com
WWW: http://www.umi.com/infostore

Institute for Scientific Information (ISI)
The Genuine Article
P.O. Box 7649
Philadelphia, PA 19104-3389
Telephone: 215-386-4399
Toll Free: 800-336-4474
FAX: 215-222-0840; 215-386-4343
E-Mail: tga@isinet.com
WWW: http://www.isinet.com

Prepared by the...
ERIC Processing and Reference Facility, 1100 West Street, 2nd Floor, Laurel, Maryland 20707-3598
Tel.: 301-4[illegible]080; **Toll Free:** 800-799-3742; **FAX:** 301-953-0263; **e-mail:** ericfac@inet.ed.gov; **WWW:** http://ericfac.piccard.csc.com

See over for Documents